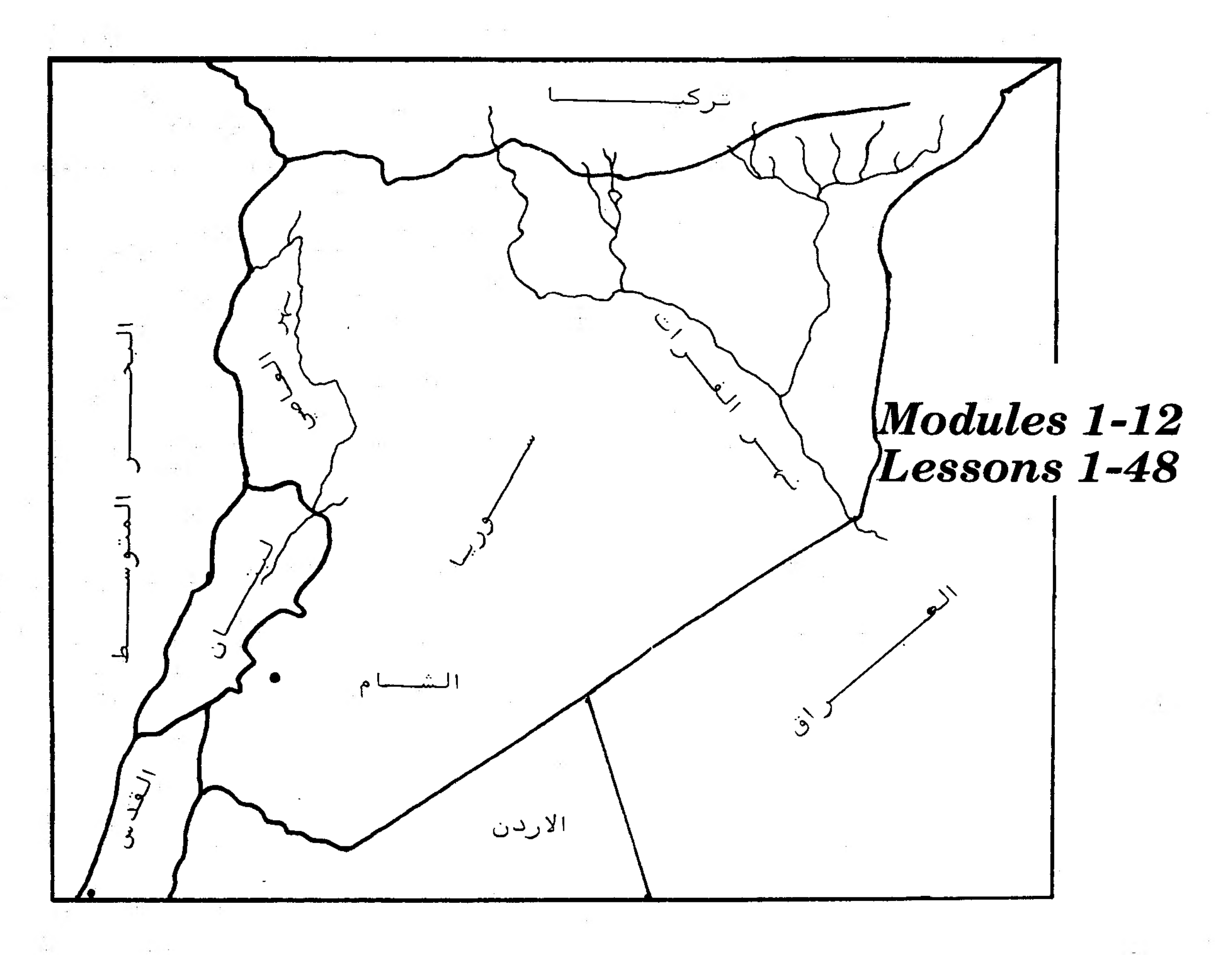
ARABIC
SYRIAN COURSE

SPEAKING EXERCISES



Modules 1-12
Lessons 1-48

First Edition

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DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

CONTENTS

MODULE 1 --- LESSONS 1-4

ACTIVITY A1

Over the weekend you met a Lebanese student studying at MPC. You have made arrangements with your instructor and the student and have brought him to the class for a chat in SD.

1. Introduce the student to your instructor.

2. Introduce the student to the class.

3. Ask your friend to tell the class briefly why he is in America.

4. Give the floor to the class to address questions in SD to the visitor at the rate of two or three questions per student.

5. Thank your new friend for coming to your class and invite him to come for a cup of coffee and a piece of cake with the class at the NCO club.

ACTIVITY A2

You (as a class) are at the NCO club with your Lebanese visitor. You are going to ask him what he wants to have--coffee, tea, or cake. Then you will talk to him informally about any subject of interest to you: life in Lebanon, differences in culture, language, schools, and so on. The student who plays the role of the Lebanese may be changed as often as desirable.

ACTIVITY A3

1. You get on a bus and you see an empty seat next to a young woman. You ask for the seat. You get the seat. You carry on a short conversation with the young woman.

2. You go into a lawyer's office but you don't have an appointment to see the lawyer. Talk to the secretary.

3. Samira asks what happened to your friend Salim; she hasn't seen him for a while. Salim happens to be on vacation. Carry on a short conversation with Samira along the suggested line.

4. You invite Farida to come for lunch with you. You tell her that you have invited an Arab student studying at MPC and he speaks SD. Carry on a conversation with Farida along the suggested line.

ACTIVITY A4

1. Your brother comes to visit you. While walking with him you meet your friend Farid and his girl friend Leila. Introduce them to your brother and carry on a short dialogue involving all four of you.

2. Your classmate Farid has just come back from a week long vacation. Take turns talking to him.

3. You sense that your classmate Marwan, who is a little bashful with girls, is interested in Leila, a student in another class. Suggest that you introduce Marwan to Leila and insist when he refuses.

4. Ask your instructor if he makes baklawa at home. If he does, ask how he makes it.

5. Ask your friend what he drinks at lunchtime and dinnertime, and if he drinks anything in the morning.

ACTIVITY A5

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new words and translate the dialogue. Ask questions in an attempt to explore the content of the dialogue and be ready to answer your peers' questions.

سمير : مسا الخير نديم .

نديم : اهلا سمير ، مسا النور يا اخي .

سمير : كِيف حالَك اليَوم ؟

نديم : انا بخير كيفَك انت ؟

سمير : ما شي الحال ، كِيف اَهلَك وعيالَك ؟

نديم : كلهم بخير الحمد لله ، كِيف الوالد الكَريم انشا الله تعافَى ؟

سمير : صار احسن بس بعد ما تعافَى تمام .

نديم : سلامتُه انشا الله . سلّم عالجميع يا اخي .

سمير : شكرا واصِل ، انت سلّم كَمان .

نديم : الله يسلّمك يا اخي .

سمير : بخاطرَك يا نديم .

نديم : مع السلامةِ يا سمير .

ACTIVITY B1

What do you say or do in the following situations?

شو بتقول أو شو بتعمل ؟

١. سليم قلّك تجي عالعشي معُه ، بس انت عندك ضيوف شو بتقلّه ؟

٢. سليم بيحبّ يعرف ايمتى بتقدر تجي معُه عالعشي قلّه .

٣. انت بتحب تتعرّف على جميلة اخت ليلى صديقة صديقك مروان ، حكي مع مروان .

٤. ليلى قدّمتلك فنجان شاي وسألتك شو بتحب مع الشاي بقلاوة ولاّ كتّو . قلّها شو بدّك وطلوب سكّر وكراما .

٥. عمول موعد مع سميرة حتى تروحوا تتعشّوا سوا .

٦. انت عندك موعد مع رئيس مكتب وجيت على الوقت تمام . بس الرئيس ما كان بالمكتب . حكي مع السكرتيرة .

٧. فيه شبّ غريب قلّك انّه بيحبّ يعرف شي عن مدرسة اللغات اللي انت تلميذ فيها . شو بتقلّه ؟

٨. عندك موعد مهمّ مع رئيسك بسّ السيّارة اللي كنت جاي فيها تعطّلت بالطريق . شو بتعمل ؟

٩. بدّك تتعرّف على تلميذة جديدة بصفّ غير صفّك . شو بتعمل ؟

١٠. انت عندك موعد عالعشى ببيت صديقك السوري سمير ولمّا عرفت صديقتك فريدة حبّت تجي معك . شو بتعمل ؟

ACTIVITY B2

In this activity, you will first pair off then choose one of the 4 topics below and create a dialogue of three or four exchanges. The rest of the class will ask questions pertaining to the dialogue after it is given.

١. عمول موعد مع صديقك حتى تروحوا على الغدا سوا .

٢. روح على مكتب وحكي مع السكرتيرة اذا ممكن تشوف المدير .

٣. سميرة تعرّفت على شبّ سوري . حكي معها بهالموضوع .

٤. جميلة عم بتزور فريدة . وفريدة قدّمتلها بقلاوة مع شاي . فريدة هي عملت البقلاوة وكانت طيّبة كتير . خلّي جميلة وفريدة يمثلوا هالدور .

ACTIVITY B3

In this activity, you will take turns speaking to the class about one of the following 5 events.

١. تعرّفت على طالبة عربيّة عم بتدرس ب ال MPC .

٢. لمّا زرت صديقك قدّملك بقلاوة هو عملها وكانت طيّبة . وبعدين انت عملت بقلاوة ببيتك حسب الوصفة اللي عطاك ياها .

٣. رحت على المكتب حتى تشوف المدير وما كان عندك موعد . بس كانت السكرتيرة صديقة اختك .

٤. كان عندك موعد عالغدا مع زميلتك فريدة . بس اجاك ضيوف بدون موعد .

٥. لمّا بيكون عندك موعد مع حدا انت بتجي على الوقت تمام . بس هالمرّة كان عندك موعد مهم ورحت متأخر نصّ ساعة . خبّرنا عن هالقضيّة بتفصيل .

ACTIVITY B4

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new vocabulary and translate the dialogue. Ask a few questions based on the dialogue and be ready to answer your peers' questions.

سمير : الحمد لله عالسلامة يا نديم ، شو هالغيبة الطويلة ، خير انشا الله يا أخي ؟

نديم : الله يسلّمك ، والله كنت باجازة لمدّة اربع اسابيع .

سمير : اشتقنالك يا اخي . خبّرنا كيف كانت هالأجازة ؟

نديم : رحت زرت اهلي واصحابي ببلدنا وكان الي زمان ما شفتهن .

سمير : انشا الله كلّهن بخير وكنت مرتاح بهالسفرة ؟

نديم : الحمد لله كلهن بالف خير وكانت السفرة مريحة وانبسطت كتير ، وتذكرتك عدّة مرّات لمّا اجتمعت باصحابي وتمنّيت تكون معنا .

سمير : يا ريت بقدر روح معك شي مرّة واتعرّف على اهلك واصحابك وبلدكن .

نديم : الله كريم ، ولا بدّ ما نروح سوا شي يوم .

ACTIVITY C1

Students will participate in a humorous newscast about events that took place with members of the class. One student will start the newscast by giving news item No. 1, then another student will take over and add item No. 2, and so on until all students have participated in the newscast. Someone will take notes of the newscast and read it over to the class when everybody is done.

ACTIVITY C2

In this activity you will address questions to the sources of some of the items in the previous newscast for further clarification of the items.

ACTIVITY C3

In this activity, you will take turns using any 3 of the listed 12 verbs to give commands to a student of your choice to act the commands or decline the action. In either case, whether the student acts the command or declines it, he should have an answer to the command.

١. قعد

٢. عرّف

٣. تعرّف

٤. خلّى

٥. قال

٦. شاف

٧. استراح

٨. نطر (انتظر)

٩. شرب

١٠. تغدّى

١١. عمل

١٢. اجى

ACTIVITY C4

In this activity, you will take turns telling the class in some detail:

1. What you have and what you don't have.
2. What you want and what you don't want.
3. What you know and what you don't know.

ACTIVITY C4

4. What you can do and what you cannot do.

5. Where you like to sit and where you don't like to sit.

6. What you like to drink and what you don't like to drink.

7. Where you like to have lunch and where you don't like to have lunch.

8. What you like to see and what you don't like to see.

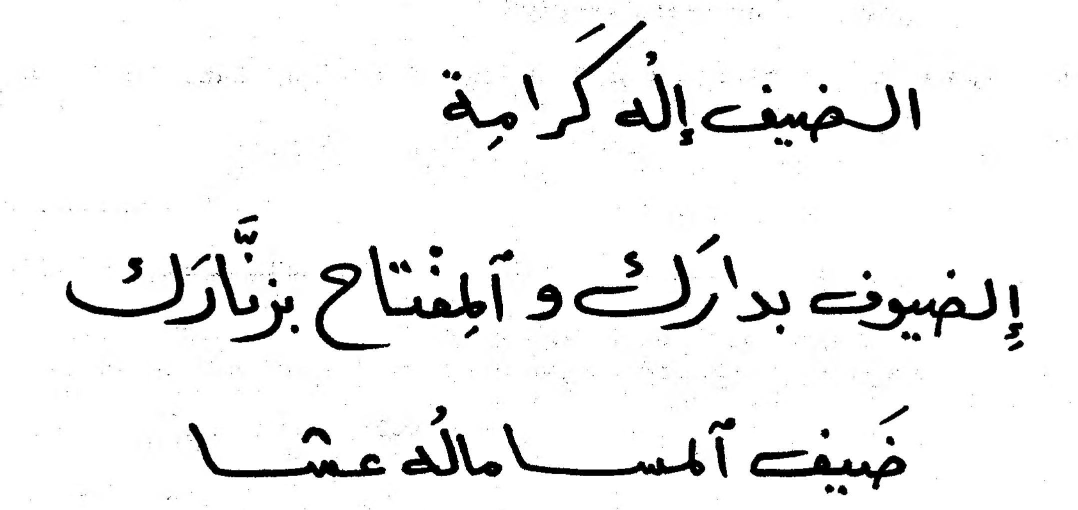
9. Whom you like to wait for and whom you don't like to wait for.

10. Where you want to go and where you don't want to go after graduation from this school.

Example:

What I have and what I don't have.

انا عندي دروس وواجبات كتيرة بس ما عندي وقت حتى احفظ كل هالدروس واعمل كل هالواجبات ، وبنفس الوقت اقدر مارس بعض هواياتي



ACTIVITY D1

Play the grapevine game. The students are seated in a circle. A short message (one sentence at first then two sentences later) is whispered in the ear of someone in the group. This person whispers it to the person on his left, and so on, until the message has come full circle. It is then compared with the original message.

ACTIVITY D2

In this activity, you will take turns asking your classmates to guess the answers to the following questions. Give hints by gestures.

1. Where was I yesterday at noon?
2. What do I like to drink at lunchtime?
3. Where did I go on my vacation?
4. To whom was I introduced yesterday?
5. With whom do I have an appointment tomorrow?
6. With whom did I have dinner yesterday?
7. Where I am going to have lunch today?
8. How long would I wait for my girl friend if she were late for lunch?

Example:

وين انا تغدّيت مبارح ؟

احد الطلاب : تغدّيت بالبيت .

لأ ، ما تغدّيت بالبيت .

طالب تاني : تغدّيت بنادي ال NCO

لأ ، مش ب ال NCO

طالب تالت : تغدّيت ب Company A

ايوَه ، تغدّيت ب Company A

ACTIVITY D3 - Let us tell a story.

In this activity, the instructor or a student gives the first sentence in a story, "Samira was introduced to an Arab student at MPC." Then each student will add a new sentence. One of the students, acting as a secretary, makes notes of what is said and, when the last sentence has been added, reads the entire story to the class.

ACTIVITY D4 - Questions and answers.

In this activity, Student A will ask Student B the first set of 3 questions. Then Student B ask Student C the next set and so on until all students have participated in the activity. All questions and answers should be in SD.

a. 1. Welcome back, Farid. How was your vacation?

   2. Where did you go?

   3. How long did you stay there?

b. 1. Farida, who was the girl in your company yesterday?

   2. What is she studying?

   3. Can you introduce me to her, please?

c. 1. Excuse me, lady, I would like to see the chairman, please.

   2. No, I don't have an appointment, but I can wait if he is busy.

   3. Thank you very much.

d. I. What would you like to drink, tea or coffee?

   2. What would you like to have with your (....), baklawa or cake?

   3. I would like to tell you that the baklawa is homemade.

ACTIVITY E1

The class is divided into groups of three students. In the first group, one student will play the role of a Syrian hosting the other two students. He will offer them something to drink and something to eat and he will insist that they should drink and eat.

In the second group, one student will play the role of the chairman of an office, the second the role of the secretary and the third the role of a visitor who would like to see the chairman.

In the third group, one student is in the company of his visiting brother or sister when he meets one of his friends. He introduces the friend to the brother or sister.

These groups will sit in their private circles and talk in SD. As soon as each activity is complete, a spokesman for each group will report what happened in a short narration. One or two groups may replay their roles to the class.

ACTIVITY E2

In this activity, a student will tactfully describe another student in the class in terms of what he likes to drink, where he likes to go on his vacation, who his friends are and so on without naming that student. The first student who guesses the correct name will take over and start the same thing again.

ACTIVITY E3

Express your opinion on the following subjects. In this activity, you will present the following two topics to the class to talk about. Whoever presents a topic will preside over the discussion of that topic.

١. شو رايك ؟ لازم يكون التدخين ممنوع بالمكاتب والمطاعم والمحلّات العامّة ؟ ادعم رايك بالحجج .

٢. بالبلاد العربيّة ، لو قلنا انّه " فلان وفلان فيه بيناتهن خُبز ومِلح " يعني هنّي اصحاب . انت سامع بهالقول ؟ شو علاقة الخُبز والمِلح والصداقة بين الناس ؟ فيه شي بلاد غير البلاد العربيّة عندها مِتِل هالأعتقادات ؟

ACTIVITY E4 - Role playing.

Each of the following 4 activities will be acted out by two students.

١. انت والسكرتيرة

عندك موعد مع مدير مكتب محاماة . دخلت المكتب ولقيت السكرتيرة .
عرّف عن نفسك وقول للسكرتيرة شو بدّك .

٢. انت وزميلتك

جرب تعمل موعد مع زميلتك حتى تروحوا تتغدّوا سوا .

٣. انت وصديقتك

عندك موعد عالغدا مع صديقتك بنادي ال (NCO) وصلت متأخر ربع ساعة . قلّها
شو السبب وجرّب تعتذر منها (هي وصلت ٥ دقايق قبل الوقت) .

٤. انت وزميلك

هلق عند بداية دراستك للهجة السوريّة يمكن عندك مشكلة انك كلّ ما حاولت
تحكي باللهجة السوريّة بتلاقي حالك عم بيحكي بالفصحى حكي مع زميلك عن
هالحالة وسأله اذا عنده نفس المشكلة .

MODULE 2 --- LESSONS 5-8

ACTIVITY A1

Ask for information or help and try to get someone to respond.

1. You need to set your watch; ask someone for the exact time.
2. You need a ride home after school; ask one of your classmates if he can take you home.
3. You are going to give your classmate a ride home; ask where he lives.
4. You want to know if any of the instructors in the school are graduates of the American University in Beirut. Ask your instructor about it.
5. You'd like to know where the nearest drugstore (pharmacy) is.
6. You would like to know where the nearest clinic (عيادة طبيب) is.
7. You need a good lawyer; ask someone to help you locate one.
8. You'd like to know which hours the lawyer will be in his office.
9. You'd like to know if the situation in a certain country has improved.
10. You'd like to know in which countries there may not be security for foreigners.

ACTIVITY A2

Tell the class about your experience in the following areas, and be ready to answer questions about that experience.

1. Your experience with a lawyer.
2. Your experience with doctors.
3. Your experience in a foreign country.
4. Your experience at high school or college.
5. Your experience with foreign languages.

ACTIVITY A2

6. Your experience as an employee of some company.

7. Your experience as a teacher.

8. Your experience as the chairman of an office.

9. Your experience in drinking something for the first time.

10. Any other experience you like to talk about.

ACTIVITY A3

Listen to the following narrative as your instructor reads it and try to figure what happened through a discussion in SD.

سليم عمل موعد مع سميرَة انهن يكونوا بنادي ال NCO الساعَة عشرَة تمام حتى
يشربوا شاي سوا . بسّ المشكلةِ انّه ساعة سميرَة كانت مقدّمةِ (fast) خمس دقايق
وساعةِ سليم كانت مأخرَة (slow) خمس دقايق . وتصوّر (Imagine) شو صار .

ACTIVITY A4

Farid and Samira are both working on the same project on a flexible time schedule. Their timetable is kept on the following chart on a weekly basis. Two students will be engaged in a question-answer analysis of the time chart.

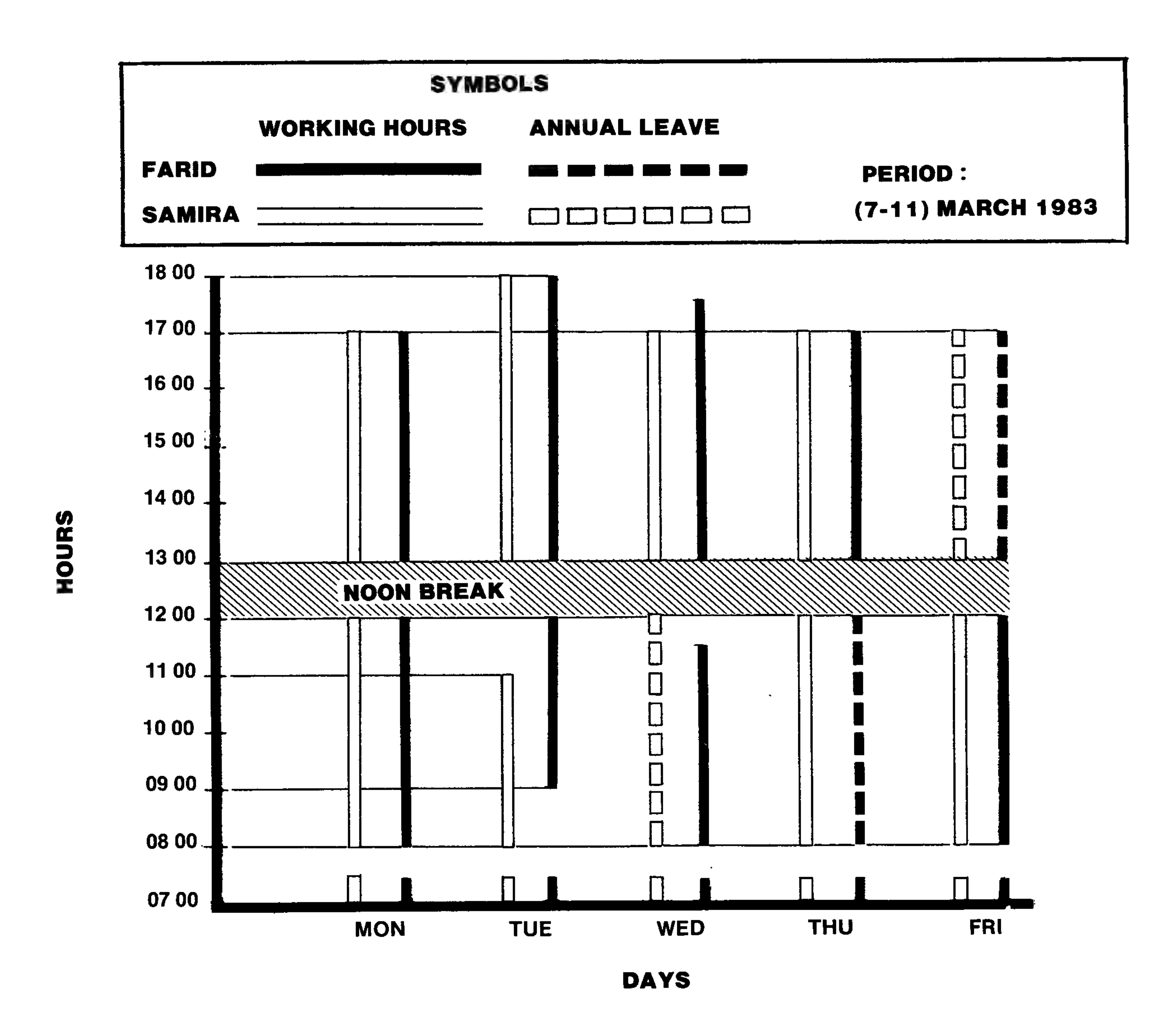
Example:

س : ايـا ساعة اجى فـريد عالـشغل يـوم الـتلاتـة الـصبح ؟

ج : اجى الـساعة تـسعة .

س : ايمـتى انصرف يـوم الـتلاتـة الـمسا ؟

ج : انصرف الـساعة ستّة .



ACTIVITY A5

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new vocabulary and translate the dialogue. Ask questions based on the dialogue and be ready to answer some of your peers' questions.

جميلة : قديش الساعَة معك يا استاذ فريد ؟

فريد : هلق الساعَة عشرَة وربع تمام . ليش ساعتك مش مظبوطة ؟

جميلة : ما بعرف ليش ساعتي صايرَة عم بتأخّر ؟

فريد : اذا عم بتأخّر بصورَة دايمة لازم تخلّي شي ساعاتي يشوفها .

جميلة : معك حَق ، بتعرفلك شي ساعاتي منيح تعطيني اسمُه وعنوانُه ؟

فريد : فيه ساعاتي شُغلُه ممتاز واسعارُه معقولة انا دايما باخد ساعتي لعندُه لمّا بيكون لازمها شي . وبالصدفة معي كرت باسمُه وعنوانُه . تفضّلي هيدا الكرت .

جميلة : شكرا يا فريد . عظيم ، محلّه مُش بعيد عَن بيتنا .

فريد : انشالله بيعجبك شغلُه ومعاملتُه .

ACTIVITY B1

Listen to the following passage as your instructor reads it. Prepare questions related to the passage and ask your classmates to answer them.

سمير مولود بزحلِة واجى على امريكا من مدّة عُشر سنين حتّى يدرس بجامعة (Santa Barbara). وبعد ما تخرج من هالجامعَة تجوّز ست امريكيّة اسمها لينا وبقي بامريكا . وهلق صار معه الهويّة الاميركيّة وكمان بعد معُه الهويّة اللبنانيّة . سمير ولينا صار عندهن ولد عمرُه سنة سموّه مروان .

ACTIVITY B2

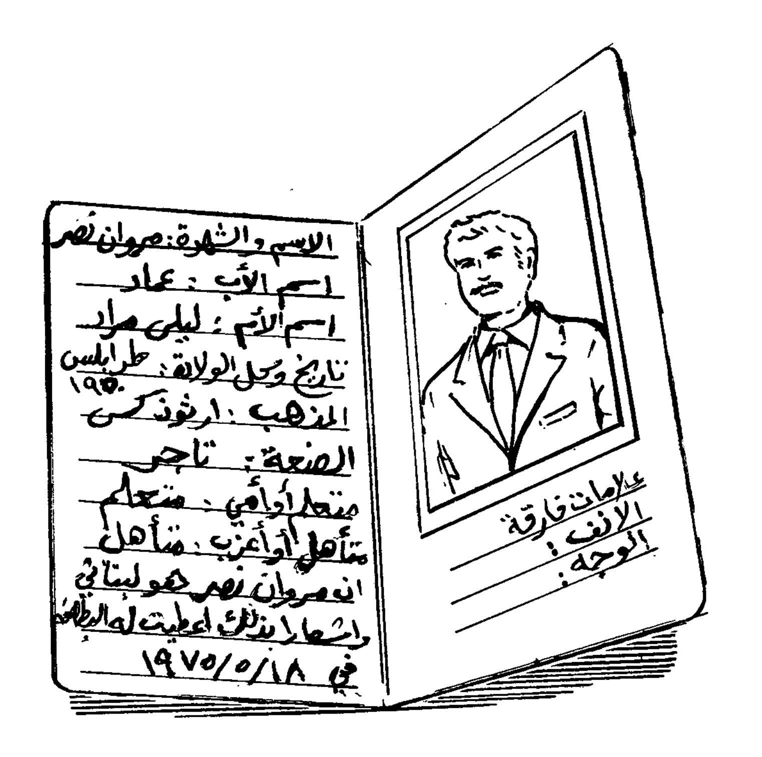
Students will take turns giving the date and place of birth of someone, for example, a celebrity, a president, an associate or a friend. Then other students in the class will try to guess who that person is. The given information may be challenged by anyone who does not agree with it.

ACTIVITY B3 - Play a game.

In this activity, each student in the class will write on a piece of paper his date of birth and place of birth (only the town, not the state). These papers are folded and placed in a box. The instructor will then ask one of the students to come and pick a paper and read it silently and then announce what is written on it in Arabic. Students in the class will label this paper No.1 and write the name of the person they think it belongs to. Then another student is called to draw the second paper which will be labeled No. 2 and the same procedure is followed as in the first case. This process is repeated until all papers have been drawn. Then the students will read the names they wrote beside each number. The student who scores the highest number of right answers wins the game.

ACTIVITY B4

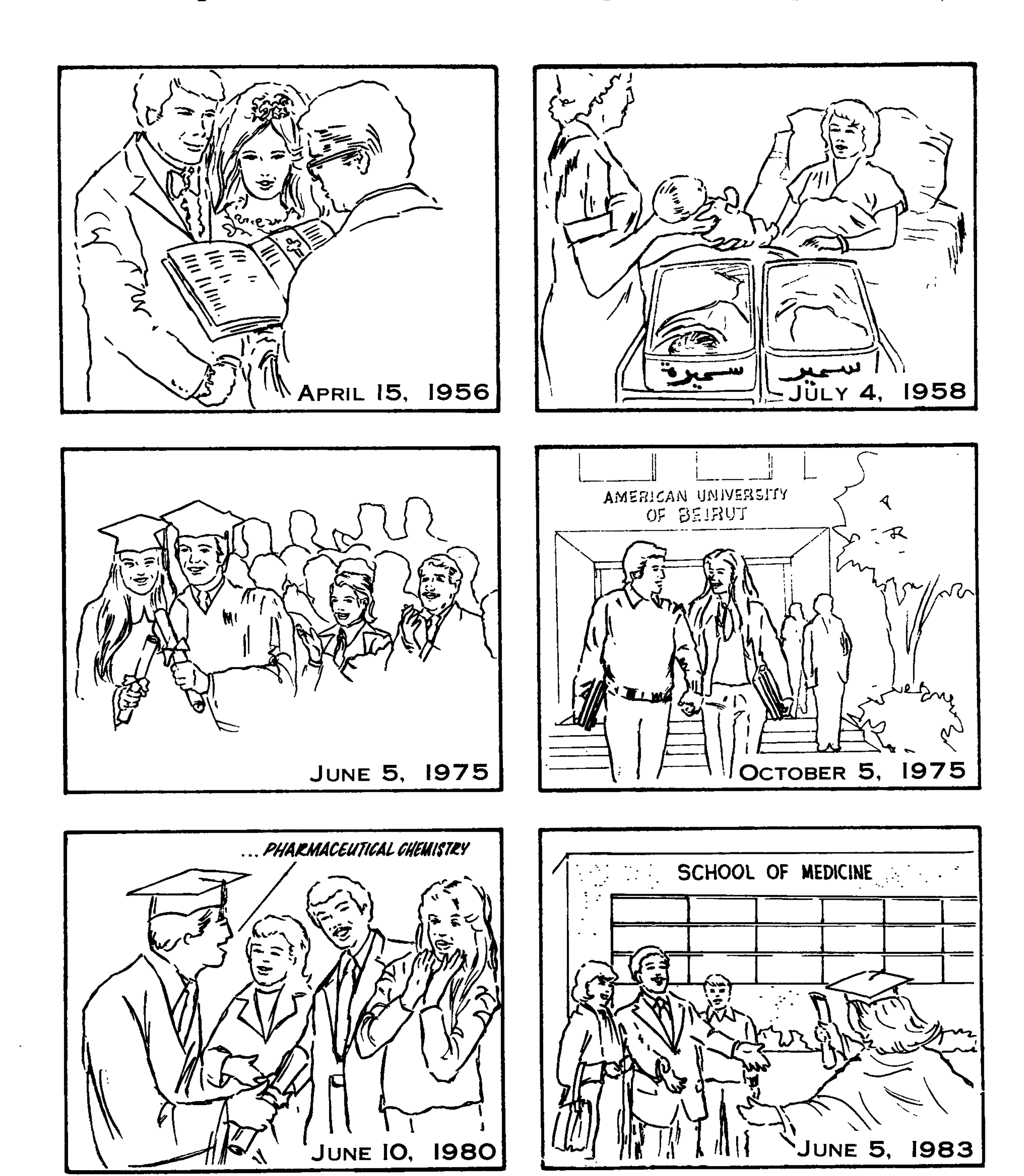
Students will study the given ID card trying to remember as much of the information as they can. Then at the teacher's request they will close their books and start asking each other questions in an attempt to cover all the information available in the ID card. Ask and answer as many questions as you can.





ACTIVITY C1 - A story in pictures.

Look at the pictures below and tell the story of this family.



ACTIVITY C2 - Interview.

In this activity, two students will act out an interview for a possible job of school teacher, secretary or lawyer, for instance. As soon as they are done, other students in the class comment on the interview. Then another two students will take over in an interview for a different kind of job. This will continue as long as desired.

ACTIVITY C3

شو بتقول أو شو بتعمل .

١. ساعتك مأخرة وبدّك تظبطها شو بتعمل ؟

٢. انت موظف بمكتب وصار وقت انكن تنصرفوا بس عندك شغل كتير مهمّ . شو بتعمل ؟

٣. انت جيت على الشغل مأخر نصّ ساعة . حكي مع المدير .

٤. انت عامل حسابك انك تروح لعند اهلك بالفرصة الجاي . بسّ صديقتك طلبت منك تروح معها لعند اهلها بهواي . شو بتقول وشو بتعمل بهيك حالة .

٥. قلّنا اذا عندك فرصة بالصيف ، وقدّيش هالفرصة وأي شهر ، وشو مفكّر تعمل فيها ؟

٦. انت حابب تروح تكمّل دراستك بالجامعة . قلّنا بأيّا جامعة رح تدرس وشو رح تدرس وايمتى رح تبدي .

٧. انت بتحب تعرف اذا الست الاميركيّة اللي متزوجة شبّ لبناني وساكنة بلبنان بيكون معها هويّة لبنانيّة وهويّة اميركيّة . من مين فيك تعرف شي عن هالقضيّة ؟

٨. كتير مهم انك تشوف المحامي بس ما معك موعد معه ، شو بتعمل ؟

٩. انت مفكّر تروح على مدينة صيدا بلبنان . شو اللي بتحب تعرفه من صديقك اللبناني قبل ما تروح .

١٠. بالمدرسة الانجيليّة بزحلة بدّهن معلّم اميركاني للغة الانجليزيّة . شو بتحب تعرف اذا مفكّر تعلّم بهالمدرسة .

ACTIVITY C4

In this activity, students will act in pairs. Each pair chooses one of the given 5 topics and prepares a dialogue of 4 or 5 entries. Then each pair will act out their dialogue and answer a few questions about it from the class.

1. An interview with the principal of a private school in Sidon for the position of a teacher of English.

2. You and your friend are both considering going back to college for your master's; talk about it.

3. A Syrian and an American are talking about school vacations in their countries.

4. You have a new job and you are talking to your boss about your time schedule.

5. Your watch loses time. You are talking to your friend about it and you are setting it at the same time.

ACTIVITY C5

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new vocabulary and translate the dialogue. Ask a series of questions based on the dialogue and be ready to answer some of your peers' questions.

فريد : صحيح انه جودي زوجة جميل معها هوّية لبنانيّة وجواز سفر اميركي كمان ؟

سميرة : ايوه صحيح .

فريد : كيف ممكن هالشي ؟

سميرة : فيه اتفاقيّة بين اميركا وبعض البلدان بأنه المواطنين بالبلدين بيحقلّهن يحصلوا على جنسيّة مزدوجة .

فريد : كل المواطنين بيقدروا يحصلوا على الجنسيّة المزدوجة اذا بدّهن ؟

سميرة : بيقدروا اذا توفرت عندهن الشروط .

فريد : متل شو هالشروط ؟

سميرة : اذا واحد أو واحدة تجوّز بالبلد وسكن فيه مدّة معيّنة وطلب التجنّس بيقدر يحصل على الجنسيّة وبنفس الوقت يحتفظ بجنسيّته الاولانيّة .

ACTIVITY D1 - Play the grapevine game.

The students are seated in a circle. A short message (one sentence at first, then two sentences later) is whispered in the ear of someone in the group. This person whispers it to the person on his left and so on, until the message has come full circle. It is then compared with the original message.

ACTIVITY D2 - Let's tell a story.

In this activity, the instructor or a student gives the first sentence, preferably related to one of the lessons 5-8, then each student will take his turn in adding a new sentence. One of the students, acting as a secretary, makes notes of what is said and, when the last sentence has been added, reads the entire story to the class.

ACTIVITY D3 - Play the game "Who am I? / مين أنا؟ ."

In this activity, one student leaves the class while the rest of the students agree secretly on the name of a TV star, a political figure and so on, then call the student back to the class. This student asks one student at a time "مين أنا؟ ." Each student will give him only one descriptive sentence, like "You are pretty," "You are short." The student can go around the class only twice. If he can guess who he is after going around only once he gets a score of 10 and a score of 5 if the right guess comes after going around twice.

ACTIVITY D4 - Guessing games.

In this activity, the teacher or a student asks one student to think about something he has done. The rest of the class guesses what it is.

Example:

1. Time

الاستاذ : يا فريدة انت بتعرفي كم ساعة درستي ليلة مبارح .
لا تقوليلنا نحنا رح نحزر .

جميل : ساعتين ونصّ .

فريدة : لأ ، اكتر .

سميرة : اربع ساعات .

فريدة : لأ ، شوي اقلّ .

الخ .

ACTIVITY D4

2. Birthdays

الاستاذ : يا سمير قلّنا كم سنة عمرك بس لاتقلنا ايا سنة وايا شهر
ولدت نحنا رح نحزر .

سمير : عمري قريب من ٢٢ سنة .

فريد : ولدت بشهر شباط سنة ١٩٦١ .

سمير : مش مظبوط .

جميلة : ولدت بشهر تشرين التاني سنة ١٩٦٠ .

سمير : مش مظبوط .

الخ .

Suggested topics:

Do two topics similar to the examples.

You know what you had for dinner yesterday; don't tell us, we will guess.

You know which is the latest movie you have seen; don't tell us, we will guess.

You know what kind of job you'd like to have when you are out of the service; don't tell us, we will guess.

ACTIVITY E1 - Rank order.

In this activity, the teacher asks students to indicate their order of preference for a series of options, such as what the students would like to do on Friday evening. List on the chalkboard four or five activities one might do on Friday evening. Now divide into groups of four and imagine that the four of you are going to do the same thing this Friday evening. Which activity would you like best? Rank it number one. Rank the others from two to five.

At the end of the discussion, each group reports on its results. Speak only Syrian.

ACTIVITY E2 - Making a survey.

In this activity, each student will be assigned two specific questions to ask of all the other students.

1. What is your favorite drink?
2. What is your favorite food?

3. Which season do you like best?
4. In which month were you born?

5. How many brothers and sisters do you have?
6. Are you single or married?

7. How many hours do you study in the evening?
8. What do you do the rest of the time?

9. Where are you going on your next vacation?
10. What do you want to do after you graduate from this school?

Eleven and 12 are questions of the students' choice.

After the survey has been completed, the class reassembles and the students report on their findings.

ACTIVITY E3 - Command and respond.

In this activity, students will take turns using the listed verbs to give orders to each other at the rate of three orders per student. The student who receives the orders should respond to them by words and action when possible.

Example:

The verb is فكّر , "to think."

جميل : يا فريد ، فكّر بشي مشروع مهم ليوم السبت .

فريد : طيب رح فكّر بمشروع وقلّك عنّه .

١. نوي
٢. فكّر
٣. راح
٤. رجع
٥. أخد
٦. انصرف
٧. عرف
٨. اجى
٩. بدي
١٠. كمّل
١١. اشتغل
١٢. سكن
١٣. درس
١٤. علّم
١٥. عمل
١٦. شرب
١٧. نطر (انتظر)
١٨. تعرّف
١٩. سمّى
٢٠. شاف

فرمان السلطان غلب السلطان

يحكى بانّه جحا وقع بضائقة ماليّة والتجى للسلطان وطلب منّه أنّه يعملّه شي "تنفيعة". والسلطان سأل جحا شو هي التنفيعة اللي فيه يعملّه ياها.

وجحا قلّه: يا سيّدي فيك تعملّي فرمان يخولني أستوفي حمار من كل رجّال بيثبت عليه أنّه بيخاف من مرته.

والسلطان وافق، وعمل الفرمان حسب طلب جحا. وجحا حطّ الفرمان بعبّه وراح يتجوّل بالرعيّة من مطرح لمطرح. وكان كل ما حضي برجّال ثبت عليه انه بيخاف من مرته، يسحب الفرمان من عبّه ويغرّمه بحمار. وبمدّة شهرين جمع عشرين حمار ورجع لعند السلطان حامد شاكر.

والسلطان سأل جحا عن الاشيا اللي سمعها وشافها بالرعيّة.

وجحا حكى للسلطان عن أشيا وأشيا ومن جملة ما حكيله قال:

يا سيدنا السلطان يطوّل عمرك، شفت بشارع ابو نوّاس صبيّة سبحان اللي خلقها روعة بالجمال وفتنة دهرها، وتمنيت أنّك تضيفها لحريمك حتى...

فقال السلطان: وطّي صوتك أحسن ما تسمع الملكة وتعملنا شي بلشة عند هالصبح.

وجحا سحب الفرمان وقال: يا سيدنا السلطان، بموجب هالفرمان عليك حمار.

ACTIVITY E4 - Extracting information.

In this activity, students will use the following diagram as a guide for extracting information. Address each of the statements below as many times as necessary to exhaust the topic.

Student 1

Statement
Farid got a new job.

Student 2

Questions
1. What job? 2. Where? 3. Why? 4. ....

Student 3

Explanation
1. University prof. 2. At the American University of Beirut. 3. He likes to work in the Middle East. 4. .....

Student 4

Explanation
1. Is the pay good? 2. Are the terms favorable? 3. How many years will he stay in Beirut? 4. ....

Student 5

Improvisation
1. Not better than here. 2. He thinks so. 3. No more than 3 years. 4. .....

The students can plan a similar pattern on any subject they like.

ACTIVITY E5 - Role playing.

Each of the following 5 activities will be acted out by two students.

١. انت والساعاتي .

ساعتك مش مظبوطة اخدتها لعند الساعاتي قلّه شو بها .

٢. انت والمحامي .

فيه عندك مشكلة مع وكالة السيارات اللي اشتريت سيارتك منها حكي للمحامي عن هالمشكلة .

٣. انت وزوجتك .

انت وزوجتك عندكن موعد عالعشى الساعة ستّة عند ام زوجتك (حماتك) بس انت تأخرت بالشغل وما وصلت على البيت الآ الساعة ستّة وربع . زوجتك مش مبسوطة من هالشغلة حكي معها .

٤. انت وزميلك حسن .

زوجتك بتحب تشتغل معلمة بمدرسة خاصّة . وزوجة زميلك حسن بتعلّم بواحدة من هالمدارس . حكي مع حسن بهالموضوع .

٥. انت والسكرتيرة .

انت رئيس مكتب وعندك سكرتيرة شغلها ممتاز . بس المشكلة معها انها لمّا بتروح على فرصة الغدا عم بترجع عالمكتب متأخرة حوالي ربع ساعة كل يوم . حكي معها وشوف شو القضيّة .

MODULE 3 --- LESSONS 9-12

ACTIVITY A1

Ask for information or help and try to get someone to respond.

1. You are in Beirut. Call a taxi to take you to the museum and ask for the tariff.

2. Ask on which floor the water department is and if there is an elevator.

3. Ask for the fare on the bus to San Francisco.

4. You are in Beirut. Talk on the phone to the operator about making a phone call home to America.

5. You call your friend at his office and one of his colleagues answers the phone. Handle the situation.

6. Your telephone is not making connections properly. Call the telephone company and tell them about the problem.

7. Your stomach is upset. Explain your problem to the doctor.

8. One of your colleagues in the office is suddenly taken ill. Call for the ambulance and a doctor.

9. You are involved in a minor car accident. Explain to the policeman what happened.

10. You come on the scene of an accident and you see that someone in the car is seriously hurt. Ask people not to move him until the ambulance and the doctor arrive and take action anyway you like.

ACTIVITY A2 - Questions and answers.

Write your name above the right column of boxes and the names of two of your classmates above the next two columns. Answer the questions of one of the given series and write your answers in the boxes under your name. Answer the questions for the other two students in the same manner. When called upon, read your answers to the class.

			١
			٢
			٣

أ. ١. شو بتحب تشرب مع العشا ؟

٢. وين رحت مبارح المسا ؟

٣. مع مين بتحكي عالتليفون اكتر شي ؟

ب. ١. شو بتعمل اذا عندك وجع بطن ؟

٢. كم ساعة بتدرس بالبيت ؟

٣. قديش بتحكي عالتليفون لما بتلفن لصديقتك ؟

ج. ١. شو بتحب تعمل كل يوم ؟

٢. شو اللي لازم تعمله كل يوم بس ما بتحب تعمله ؟

٣. شو هو الشي اللي ما بتعمله ابدا ؟

د. ١. وين بتحب تسكن ؟

٢. مع مين بتحب تسكن ؟

٣. وين ما بتحب تسكن ؟

ACTIVITY A3 - Conversations.

In this activity, a student will carry on a conversation with another student in Syrian.

1. Your friend looks sick.

Q: What is ailing you Nadim?
A: ....

Q: When were you taken ill?
A: ....

Q: Are you taking any medicine?
A: Give a positive answer and describe how you are taking the medicine.

Q: Who told you to take this medicine?
A: ....

Q: Don't you think you ought to get in touch with the doctor if you don't feel better this afternoon?
A: ....

2. One of your friends was involved in a car accident. He was taken to the hospital in an ambulance but he is feeling fine now. You are talking to a common acquaintance about the incident.

س : شو صار مع فريد ؟
ج :

س : ايّا ساعة ؟
ج :

س : وين صار هالحادث ؟
ج :

س : وين كان رايح ؟
ج :

س : مين اخدُه عالمستشفى ؟
ج :

س : وهلق كيف حالتُه ؟
ج :

س : ايمتى رح يترك المستشفى ؟
ج :

ACTIVITY A4 - Interview.

In this activity, the class is divided into groups of four. Student #1 asks question #1 of a series of 4 questions, to the other three students in the group and makes notes of their answers. Then student #2 asks question #2 and so on. When the interview has been completed, students report on their findings.

a.

1. When was the last time you went to the doctor?

2. If one of your friends is taken ill suddenly, what do you do?

3. If you got involved in a car accident on your way home, what would you do?

4. If you are taking medicine for an upset stomach but your trouble persists, what do you do?

b.

1. When was the last time you took a taxi?

2. Where did you go in the taxi?

3. Were you alone or was there someone with you?

4. What was the fare?

Note: All questions and answers should be in SD.

ACTIVITY A5

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new vocabulary and translate the dialogue. Ask a series of questions based on the dialogue and be ready to answer some of your peers' questions.

جميل : يا فريد عندي مشكلة مع وكالة سيّارات الـ .... وبدّي قيم دعوى عليهن وعاوز محامي ممتاز .

فريد : برأيي احسن مكتب محاماة بهالمدينة هو مكتب المحامي نصر الدين .

جميل : انا سامع بهالمحامي بس ما بعرف وين مكتبه .

فريد : مكتبه ببناية العذاريّة بالطابق الخامس .

جميل : شو نمرة تليفونهن ؟

فريد : دقيقة خليني شوفها بدليل التليفون ..... آه نمرتهن ٨٧٥٢٤٣ .

جميل : رح تلفنلهن وآخد موعد معهن واعرض عليهن القضيّة .

فريد : ما فيه شك ، رح تكون كتير مبسوط من معاملتهن .

ACTIVITY B1 - Debate.

In this activity, the class is seated in two groups facing each other in a debating position.

Subject: The attitude of some people who postpone going to the doctor when they feel sick, and their tendency to experiment with medication recommended by friends and associates. One group will defend that attitude while the other group will attack it and show how dangerous it can be. Each group will have a chairman who gives the floor to members of his group to speak. The instructor will act as a coordinator and will introduce the subject for debate.

ACTIVITY B2 - Semiguided dialogues.

In this activity student A will ask student B the first series of related questions. Then student B will ask student C the second series, and so on, until all students have taken part in asking and responding at least once.

a. 1. Is there bus service from here to the airport?

   2. What is the best way to get to the airport?

   3. How much is the taxi fare to the airport?

b. 1. How many tablets of this medicine do you take at one time?

   2. How often do you take them a day?

   3. How many days have you been taking them?

c. 1. When did the accident happen?

   2. How did they take Farid to the hospital?

   3. What was his condition and how is he now?

d. 1. Will you be able to call me at 5:30? I'll be at home.

   2. My telphone number is 375-9473; I think you know it, don't you?

   3. I think that at 5:30 I'll be able to tell you if I can go with you.

e. 1. My car is out of order; do you know anything about cars?

2. Do you know a good mechanic (ميكانسيان) in town?

3. Can you please give me a ride to school tomorrow morning?

f. 1. Samir says that you can dial some Arab countries directly from here. Do you know if Lebanon is one of them?

2. How do you call someone in a country where you cannot dial directly?

3. Is it easy to get in touch with someone this way (on the phone)?

g. 1. Hello, can I speak to lawyer Ahmed, please?

2. When will he be back?

3. No, thank you. I'll call again when he is back. When did you say he will be back?

ACTIVITY B3 - Group discussion and reporting.

In this activity, the class is divided into groups of three or four students. Each group will chose one of the 4 given topics and discuss it in SD. At the end of the discussion one person of each group will report the result of the discussion.

١. اسباب حوادث السيارات ، وطريقة الحدّ منها .

٢. التليفون وسيلة للتفاهم بين الناس والدول .

٣. الأطبّا والمستشفيات وسيّارات الاسعاف .

٤. المرض والدوا .

ACTIVITY B4 - Role playing.

In this activity, two students, A and B, will play the following roles. The rest of the students will listen to the performance, take notes and take turns to comment on some features of the performance.

<u>Student A.</u> You work in the airline industry.

<u>Student B.</u> You are a TV news reporter and service in the airline industry is poor according to public opinion.

<u>Topic</u>: Air travel is very expensive.

ACTIVITY B5

Listen to the following dialogue as your instructor reads it and try to guess the meaning of the new vocabulary and translate the dialogue. Ask a series of questions based on the dialogue and be ready to answer some of your peers' questions.

سندي : السفر بين لبنان وسوريا والاردن هيّن يا فريد ؟

فريد : معلوم هيّن لأن المواطن اللبناني والسوري والأردني بيقدر يدخل من بلد لبلد بمجرّد ما يبرز هويتُه عالحدود .

سندي : طيب ، ما بيحتاج لشي تاني ؟

فريد : لازم يسجّل اسمُه وعنوانه وتاريخ دخوله البلد بمكتب الأمن العام عالحدود .

سندي : وسائل النقل بين هالبلدان شو هي عادة ؟

فريد : اكتر شي الاتوبيس والتاكسي والسيارات الخاصّة .

سندي : السيارات الخاصّة بتدخل بحريّة من بلد لبلد ؟

فريد : ايوه بتدخل ، بس لازم تسجّل بصورَة مفصّلة بمركز الكمرك عالحدود وهيدا بياخد شويّة وقت حتى مأمورين الكمرك يتأكدوا من كل شي .

سندي : شو السبب لهالتدقيق من قبل مأمورين الكمرك ؟

فريد : لأنهن بيخافوا من تهريب السيارات من بلد لبلد .

سندي : ما فيه تفتيش عالبضاعة اللي بتدخل من بلد لبلد ؟

فريد : اللي بيكون معهن بضاعة بيصرّحوا فيها وطبعا بيكون فيه نوع من التفتيش .

ACTIVITY C1 - Dramatization.

In this activity, one student will ask another student to perform one of the 8 listed actions. Both students will act dramatically.

1. You are in a hurry to get to the airport; ask your friend to get a taxi for you.

2. You arrive at the airport in the taxi. Ask the taxi driver for the fare; pay him in a hurry and leave him a tip.

3. You come on the scene of an accident where someone is seriously hurt; ask your friend to go to a phone and call for the ambulance.

ACTIVITY C4 - Talk to the class.

In this activity, students will take turns talking to the class for about two or three minutes concerning experiences such as:

1. A vacation the student has taken.
2. Helping people involved in an accident.
3. Taking time to help a lost tourist who didn't speak good English or Arabic.
4. An experience in a foreign country.
5. Other interesting personal experiences.

ACTIVITY C5

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new vocabulary and translate the dialogue. Ask a series of questions based on the dialogue and try to answer some of your peers' questions.

جميل : شو باك يا فريد مبيّن انك تعبان اليوم ؟

فريد : ايوه ، تعبان ونعسان لأني ما نمت منيح الليلِة الماضيِة .

جميل : ليش ما قدرت تنام منيح ؟

فريد : لأن التليفون عندي دقق الساعة تلاتِة بعد نصّ ليل .

جميل : خير انشاالله مين اللي تلفنلك بهالوقت ؟

فريد : صديقي عدنان من بيروت حبّ يتلفنلي ويخبّرني عن اهلي بمدينِة صيدا .

جميل : آه ، انشاالله طمّنك عنهن ؟

فريد : بيقول انه الشارع اللي هني ساكنين فيه انضرب بس بيتنا ما انصاب .
ولكن بعدُه بالي مشغول عليهن وعالجيران .

جميل : ليش تلفنلك بهالوقت من الليل ؟

فريد : بعتقد انّه غَلّط بسبب الفرق بالوقت بين هون ولبنان .

بيعيش من البخشيش

رجّال من اصحاب النكتة واللباقة بالحديث روى هالحكاية فقال:

فيه عندي قرايب إجاه ولد صبي ودغري إجى لعندي يخبّرني بفرح عن المولود الجديد وقال بانّه نوي يعلمه لطبيب حتى يكون اوّل دكتور بالعيلة ويجبلها شرف عظيم.

ولمّا الصبي بدي يمشي إجى قرايبي لعندي وقلّي أنّه غيّر رأيه لأن الصبي طالع "قبضاي وشقي" ولازم يبعته على المدرسة الحربيّة حتى يصير لواء بالجيش.

ولمّا بلّش يحكي تعلّم شي دزّينة من المسبّات البهولة وصار يعيدهن بنخوة وحميّة. وابوه إجى لعندي حتى يقلّي انه الصبي طالع "مباكرجي" ولسانه فالت ورح يعلمه المحاماة وهيك مش ممكن أنّه رح يلتقي محامي يوقف قدّامه بالمستقبل. وبعد عدة سنين إجى قرايبي لعندي آخر مرّة وقلّي انه الصبي راح عالمدرسة وتعلّم شوي بس علاماته بقيوا أقلّ من فهمانه وميشان هيك لازم يدبّر له شي شغلة بالحكومة، لأن بيعيش من البخشيش".

ACTIVITY D1 - Whole class conversation.

Chairs are arranged in a circle. The teacher joins the group and chooses the topic of the first discussion, e.g., "a car accident." He then asks a student to conduct the discussion with a series of questions. That student may direct his or her first question to anyone who wants to answer it. As soon as that question is answered a second question is addressed to another student, and so on. When the topic seems exhausted, the teacher calls on another student to ask the questions on another topic.

ACTIVITY D2 - A short play.

All students in the class will take part in a short play featuring a two car accident.

1. Two students will play the role of two traffic patrol officers investigating the accident.

2. Two students will play the role of witnesses.

3. The rest of the students will be divided into two groups, one group in each of the cars involved in the accident. One person in each of these groups will play the role of the driver.

This play can be acted spontaneously without a written scenario.

ACTIVITY D3 - Orders and responses.

In this activity, students will take turns using the 20 listed verbs to give commands to each other. Each student will give 3 orders to another student who will respond to them in words and actions when possible.

١. لفّ
٢. مرّ
٣. لاقى
٤. مشي
٥. تلفن (ضرب تليفون)
٦. اتصل
٧. سجّل
٨. ركد
٩. طلب
١٠. ساعد
١١. استعمل
١٢. طلع
١٣. أمر
١٤. خلّى
١٥. كتب
١٦. رجع
١٧. خابر
١٨. حاول
١٩. حرّك
٢٠. علّم

ACTIVITY D4 - Remember and talk.

In this activity, students will try to recall who did what when they were given orders to do something in the preceding activity and say what happened. Other students in the class will either agree with the statement or correct it if they think it was wrong.

Example:

جميلة : فريد ركد وتلفن للطبيب .

الطلاب : مظبوط .

أو

لأ ، سمير تلفن للطبيب مش فريد .

ACTIVITY A5

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new vocabulary and translate the dialogue. Ask a series of questions based on the dialogue and be ready to answer some of your peers' questions.

فريد : بتعرف يا جميل اني يوم الحدّ اكلت مأكولات عربيّة ما اكلت متلها من وقت ما تركت بلدنا من شي سبع سنين .

جميل : وين اكت هالمأكولات يا فريد ؟

فريد : اكلتها بمطعم عربي فاتح جديد بسن فرنسيسكو وعنده عشّي ممتاز كان يشتغل بأوتيل البرستول ببيروت .

جميل : هالأوتيل مشهور كتير بالأكل اللي بيعمله . ودايما اكبر واحسن الحفلات بتصير عنده .

فريد : صحيح وبتعرف انه صاحب هالأوتيل كتب كتاب عن وصفات مأكولات عربيّة وطريقة تحضيرها .

جميل : شو الأكل اللي عجبك اكتر شي بهالمطعم ؟

فريد : اكلهن كلّه كويّس ومعروف من ريحتُه ، بس اكتر شي عجبنى الخاروف المحشي اللي بيعملوه . شي لذيذ تمام .

جميل : وقت الي بدّك تروح ع هالمطعم مرّة تانية خلّيني اعرف لأن جاي ع بالي آكل كبّة بالصينيّة معمولة عالأصول .

فريد : طيّب ، خلّينا نروح أحد الجاي اذ بيناسب معك ؟

جميل : عال ، احد الجاي بتجي لعندي ومنروح سوا بسيّارتي . ببقى تلفنلك حتى نتفق ايّا ساعة منمشي .

بقّ البحصة يا منصور

يقال أنه منصور كان مرافق (قوّاس) واحد من المطارنة المعروفين بقداستهن و اهتمامهن بالرعيّة. ومع أنّه منصور كان رجّال طيّب بس كان عنده عادة منحوسة بانّه بيسبّ وبيتلفّظ بكلام شائن بحضور سيّده المطران.

وسيادة المطران جرّب عدّة طرق حتى يخلّي منصور يبطّل هالعادة اللي ما بتليق بمنصبه ابداً. وآخر بدعة توصّل إلها سيادتة انّه يخلّي منصور يحطّ بحصة زغيرة تحت لسانه حتى يتذكّر أنه ما يسبّ لمّا بيطلع على باله.

وفيه يوم كان سيادة المطران عم بيتفقّد الرعيّة وكان معه القوّاس منصور لمّا حرمة ختيارة بيتها براس تلّة عالية وبعيدة عن الطريق، شافت سيادة المطران ونادتله وترجّته بلهفة أنّه يجي لعندها لأنها بحاجة كبيرة إله. وهيك المطران ومنصور طلعوا التلّة بسرعة ووصلوا لعند المرة هالكانين من التعب. والمطران سألها شو فيه يعملّها. وهي قالتله أنها دعيتّه حتى يباركلها "القرقة" اللي طابّة على البيض. وساعتها سيادة المطران تطلّع بمنصور وقلّه: بقّ البحصة يا منصور.

ACTIVITY B1 - Skits.

In this activity, groups of four to eight students get together to prepare a skit. The students will probably have their own ideas, but if not, the teacher can offer suggestions. When the skits are ready they will be presented to the class. The skits can be of a simple type prepared in a short time or they can be of an advanced type prepared over a period of several weeks and rehearsed in the class with the participation of all class members. Such a skit can later be presented to the Arabic department.

ACTIVITY B2 - Interview.

In this activity, the class is divided into groups of four people. Students in each group are numbered from one to four. Student #1 asks question #1 of the other three students in his group and records their answers. Then student #2 asks the second question in the same way and so on. When the interview has been completed, each group reports on the finding.

1. Which hotel do you like to stay at in this area, and what is the cost?

2. Which archeological sites do you like to see and where are they?

3. What is the latest important happening you have heard of?

4. Your friend who is traveling to Syria can buy you one gift item; what would you ask for?

ACTIVITY B3 - Paired Speaking Exercises.

In this activity, students will act in pairs and speak in SD in each of the 5 suggested situations.

1. You don't like the hotel I am talking about. Each time I say something nice about it, you say the opposite is true.

   This is one of the good hotels in town and I like to stay at it.

   You....

   I know it is clean. Besides it is not expensive.

   You....

2. Every time I suggest something you are going to disagree with me and suggest something different.

   Let us travel to Sacramento by train; I like trains.

   You....

   Well, let us go out for dinner tonight at Fisherman's Wharf in San Francisco.

   You....

3. Try to be agreeable to my suggestions, but you may show your distaste for them in facial expressions.

   How about kafta, hommus and salad for dinner tonight? Isn't that wonderful?

   You....

   Also, let us have arak with our dinner. It is good.

   You....

4. You will react with surprise to the bits of gossip I tell you.

   Do you know that Jamila is going to be sent on a special mission to Lebanon as soon as she graduates from this school?

   You....

   Do you know that she has a boyfriend in Beirut and they may get married over there?

   You....

ACTIVITY B3

5. Every time I say something negative, you are going to handle the situation tactfully and say something positive.

   I hate it when I have to go shopping in some countries where the prices are not fixed.

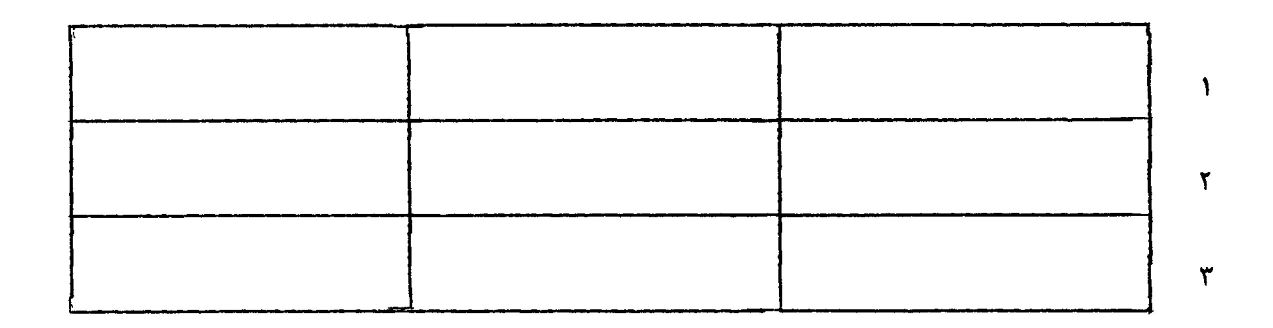
   You........

   I don't think that a good government would allow merchants to do that.

   You........

ACTIVITY B4 - Questions and answers.

Write your name above the right column of boxes and the names of two of your classmates above the next two columns. Answer the questions of one of the given series and write your answers in the boxes under your name. Answer the questions for the other two students in the same manner. When called upon, read your answers to the class.



			١
			٢
			٣

ا.

١. وين رح تسهر ليلة الجمعة ؟

٢. مع مين رح تسهر ؟

٣. لحد أيّا ساعة رح تسهر ؟

ب.

١. لو رحت عالشام شو بتحب تشتري لحالك ؟

٢. لمين بتجيب هديّة ؟

٣. شو الهديّة اللي بتجيبها ؟

ACTIVITY B4

ج .

١. ايا بلد بتحب تزور ؟

٢. قديش بتحب تبقي بهالبلد ؟

٣. بأيّا لغة رح تحكي مع اهل هالبلد ؟

د .

١. بايا مطعم بتحب تتعشى ؟

٢. شو بتحب تاكل ؟

٣. شو رح تشرب مع العشا ؟

ACTIVITY B5

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new vocabulary and translate the dialogue. Ask a series of questions based on the dialogue and be ready to answer some of your peers' questions.

جون : يا حسن ، الاوتيلات اللي من الدرجة الأولى غالية عندكن متل هون ؟

حسن : ايوه غالية بس كلفتها أقل من هون .

جون : كيف الخدمة والنظافة بهالأوتيلات ؟

حسن : من ناحية الخدمة ممتازة والنظافة لا بأس فيها .

جون : كيف هالأوتيلات من ناحية الغرف والتخوتة والحمّامات ؟

حسن : الغرف واسعة ومفروشة منيح والتخوتة واسعة ومريحة والحمّامات نضيفة والمناشف من النوع الممتاز .

ACTIVITY B5

جون : وشو غير هيك ؟

حسن : كل غرفةِ فيها جهاز تليفزيون وتكيف هوائي بالصيف وتدفئة مركزيّة بالشتا .

جون : هالأوتيلات وطنيّة ولّا اجنبيّة ؟

حسن : طبعا هالحكي هو عن الأوتيلات الوطنيّة مش عن الأوتيلات الاجنبيّة اللي عنا
متِل الهلتون وغيرها .

ACTIVITY C1

In this activity, the students will listen to the following passage as the instructor reads it. Then they will all take part in preparing questions and answering each other's questions in an attempt to cover all the information given or inferred in the passage.

فريد وعمر سافِروا من امريكا على بيروت ووصلوا بعد يومين . راحوا شافوا بعلبك وبطريقهن تغدّوا على البردوني بزحلة . وبعدين راحوا على ارز لبنان وشافوا متحف جبران . بقيوا بلبنان خمسة ايّام وشافوا محلّات اثريّة تانية غير بعلبك والأرز وبعدين اخدوا تاكسي وراحوا على الشام ونزلوا باوتيل سميراميس لمدّة يومين . وهنّي بالشام زاروا الجامع الاموي وصديقهن حسن . وفريد اشتري طاولة زهر شغل الشام من النوع الممتاز وعمر اشترى صينيّة نحاس منقوشة ومطعّمة ولمّا رجع على بيته بمونتري عطي الصينيّة هديّة لأمّه .

ACTIVITY C2 - Travel and hotels.

In this activity, students in the class will engage each other in short dialogues concerning their experiences traveling and staying at hotels. After each dialogue, there should be questions from the class.

ACTIVITY C3 - Shopping and buying gifts.

In this activity, students in the class will engage each other in short dialogues concerning their experiences shopping or buying gifts for friends and relatives on special occasions. A time for questions and answers will be given at the end of each dialogue.

ACTIVITY C4

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new vocabulary and translate the dialogue. Answer your peers' questions.

جمال : يا حسن خلّينا يوم السبت الجاي نروح سوا على سلينس ونتبضع " من نورث ريدج شوبن سنتر " .

حسن : ليش حتى نروح على نورث ريدج ؟ شو فيه عندهن ؟

جمال : اكتر المحلات هونيك عاملين تنزيلات كبيرة على الملبوسات والاحذية والعطور واشيا كتيرة .

حسن : قديش يعني هالتنزيلات ؟ ومين اللي خبرّك عنها ؟

جمال : فيه تنزيلات ما بين ٣٠ و ٦٠ بالميّة وجريدة اليوم فيها اعلانات مفصّلة عن التنزيلات وانواع البضاعة .

حسن : انا اليوم ما اخدت الجريدة وبكون ممنون اذا بتجبلي العدد تبعولك حتى اطّلع عليه .

جمال : طيب ، انا عبكرة بجبلك الجريدة وخصوصا باب الاعلانات واذا بدّك باخدك معي يوم السبت لأني انا اكيد رح روح لهونيك .

حسن : من كل بد بحب روح معك . ايّا ساعة بتحبّ اجي لعندك حتى نروح سوا ؟

جمال : انا مفكّر امشي الساعة تسعة الصبح اذا ما عندك مانع .

حسن : الساعة تسعة الاّ عشرة انا بكون عندك .

ACTIVITY C5 - Go shopping.

In this activity, students will participate in making a list of the things they'd like to shop for today. The list will be written on the blackboard in English, though the items are named in Arabic. Then each student will choose at least 5 of the listed items and he will tell the class where he would go shopping for these items and make an estimate of the total cost. The estimate and the shopping places may be challenged by other students in the class.

ACTIVITY D1 - Guess where?

In this activity, students will take turns making statements in SD, such as: When I visited that country I bought myself an excellent backgammon set, where do you think I was?

or

I went there to buy fresh fish, where do you think I went?

In each case, the student will have a likely place in mind which he writes in big letters on a piece of paper in Arabic. When his classmates make the right guess he will expose the written name for everybody to see.

ACTIVITY D2 - "خلّينا نروح سوا," Let us go together.

In this activity, students will suggest the names of three towns, three hotels and three months of the year, which will be written on the blackboard. Then each student will consider taking a trip and select one of the towns, one of the hotels and one of the months and write them down on a piece of paper. Now the students will go around to find out which students have the same choice of town, month and hotel in order to go together. The students will talk to each other in SD.

ACTIVITY D3 - Let's solve this problem.

a. In this activity, one of the students tells the class about a book he meant to bring to the class and was carrying around during lunch break (today or yesterday depending upon the time this activity is carried out). But when the student arrived at the class, he didn't have the book. This student went so many places during lunch break that he thinks there is at least one place he can't remember, and most likely this is the place where he left the book. Now the students in the class will ask questions like. Did you go to the bank? Did you go to the barber shop? and so on. To many of the mentioned places the students says "Yes, I did and I checked this place, but the book isn't there." Then one of the students comes up with a place and that solves the problem, for that was the place the particular student couldn't remember and he feels sure the book must be at that place.

b. Let us find the exact seating arrangement of these five girls from the following information. These clues will be read two times by the instructor.

فيه خمس بنات ، جميلِة ونور وفريدِة وسميُرة وسلمى قاعدين بفرد صفّ .

بين فريدِة ونور فيه ٣ بنات .

سميرة قاعدة حدّ فريدِة .

جميلِة قاعدِة بين سميُرة وسلمى .

حطّهن بالترتيب وبعدين قلّنا كيف قاعدين .

ACTIVITY D4 - Role playing.

In this activity, two students will act as travel agents to countries in the Middle East. The rest of the students will be divided into two groups. One group will go together to one of the agents for information about traveling to Syria and Jordan. The second group will go to the other agent and get information about traveling to Syria and Lebanon. Each group will talk with the agent for about two minutes. Then a spokes man for each group will report about their findings.

ACTIVITY E1 - Share your experience.

The experience you are asked to share is that of going back and forth to your home state. In this activity, students will take turns standing in front of the class and telling the class which one is their home state. Then students in the class will ask them questions aimed at finding:

The frequency of visiting their home state.

Means of transportation.

Time it takes to get there.

Staying at hotels.

Cost, and so on ...

If one student talks about traveling by plane, the second will talk about driving his car, the third may talk about going by train or any other means of transportation.

ACTIVITY E2 - Role playing.

This activity involves two, three or four couples (engage all students) staying at different hotels in town. These couples are in town to participate in some event, say a bridge tournament. One of the couples is staying at the hotel where the tournament is being held. This couple invites the others for a drink in their spacious room at the hotel. The role playing starts in the room.

The hosts show the guests the two or three kinds of drinks they have on the table.

They ask each one of the guests what he would like and serve the drinks.

Over the drinks they talk about going out for dinner together.

They want a place where the food is good and the service is quick because they have only three hours before the next session begins.

They agree on a place.

They talk about their respective hotels.

Somebody reminds the group that they don't have much time.

They finish their drinks quickly and decide to drive one or two cars, depending on their number.

ACTIVITY E3 - Improvisation.

In parts 2 and 3 of this activity students will act in pairs.

1. Improvise a scene in which a visiter to your town asks advice about what is worth seeing. The visitor needs instructions on how to get there.

2. Improvise a scene where two old friends who have not seen each other for several years meet unexpectedly because both are staying at the same hotel in a town where both are visiting.

3. Improvise a scene where you arrive at a hotel late at night, meet the manager and ask for a room. You let him know you are desperate for a room, any room.

4. Improvise a scene where all of you are traveling in a subway train. All of a sudden the train stops and the lights go out. At first everybody is calm, then anxiety begins to take effect. Then somebody says "What happened?" Then everybody begins to talk. There is fear and confusion. After a while a voice comes over the loudspeaker and says "Calm down, everything will be all right in a minute." Some calm down a little, others are still talking and asking questions. Then somebody says "The train is moving again," and everybody calms down.

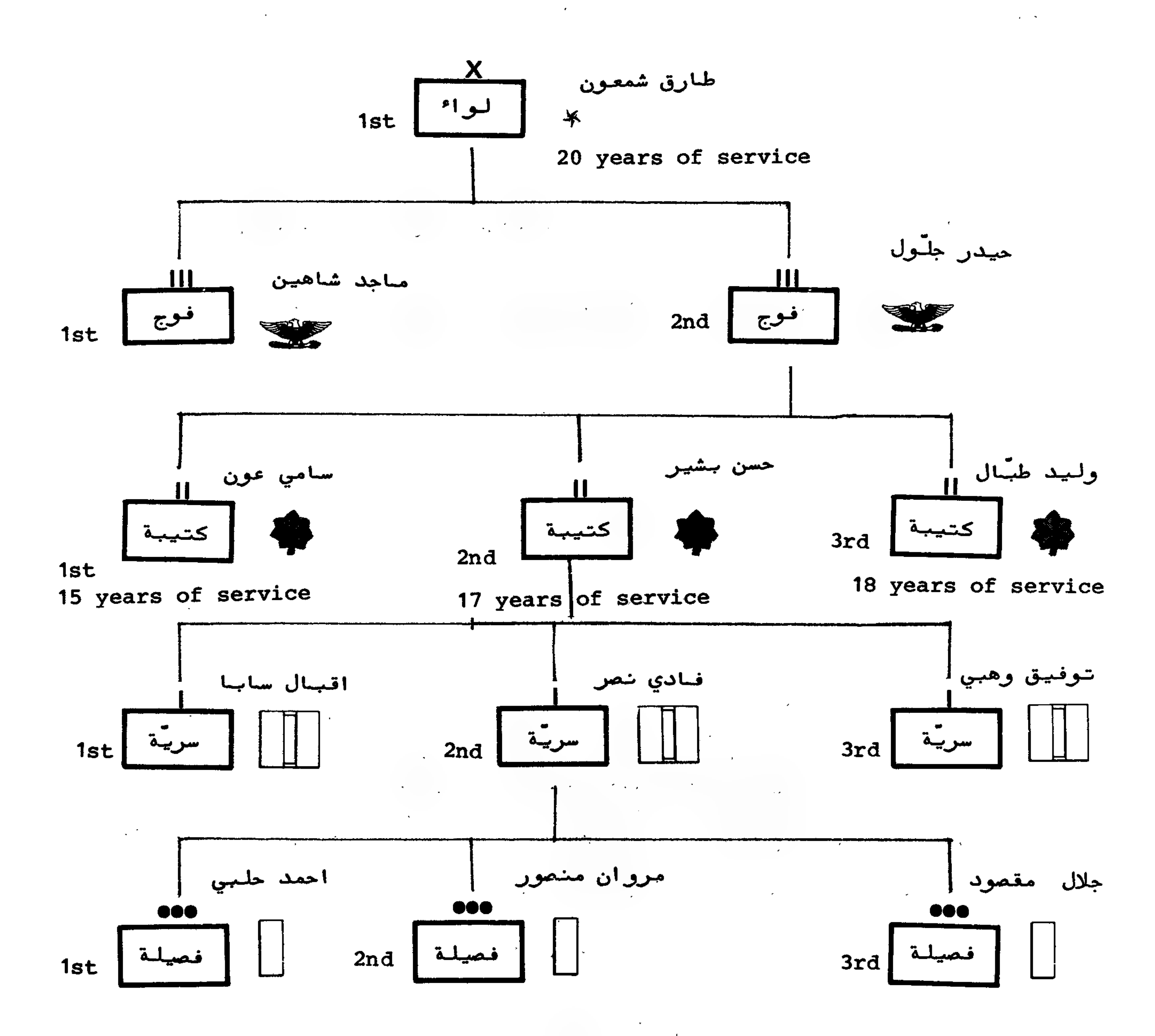
   The call from loudspeaker will be provided by a student who stands at the back of the room.

ACTIVITY E4 - Role playing.

In this activity, one student will act as a waiter in a restaurant. The rest of the students will act as a group dining together in the restaurant. These students will pretend to be reading the menus and ask each other about some of the dishes. Then the waiter comes around to take orders for food, drinks and dessert. Before ordering some of the dishes the customers may ask the waiter about certain dishes.

ACTIVITY B2

The following diagram shows the structure and leadership of some segments of the 1st Brigade. The students will ask each other as many questions as they can in an attempt to cover the whole structure in terms of units, chain of command and years of service.



ACTIVITY B3 - Because.

In this activity, students will take turns making statements about a certain event. Other students will give reasons why that event happened.

Example:

Event	فريد اخد تاكسي على المطار .
1st student	لأن سيارته كانت خربانة .
2nd student	لأن فريد ما عنده سيارة .
3rd student	لأن الاوتوبيس ما بيروح عالمطار .
4th student	لأن فريد مستعجل والتاكسي بيوصل بسرعة .

The following is a list of 5 events which can be used to begin with, then other events can be added by the students.

١. العقيد سهلب ما كان باجتماع الضباط اليوم .

٢. فيه قطع حربية كتيرة بالبور اليوم .

٣. جميل مشى عم بيقدر يتصّل باهله بزحلة بلبنان .

٤. فريدة سافرت لعند اهلها بالتران .

٥. حسن ما حبّ ينزل بالاوتيل اللي كنّا نازلين فيه .

ACTIVITY B4 - Interview.

In this activity, the class is divided into groups of four people. Students in each group are numbered from one to four. Student #1 asks question #1 and student #2 asks the second question in the same way and so on. When the interview has been completed, each group reports its findings.

1. Which branch of the armed forces do you like best?

2. Which rank in the armed forces would you like to be and where do you want to be stationed?

3. Which is the best American fleet and where is it?

4. Which is the best fighter plane and who has it?

ACTIVITY B5 - Tell us about it.

In this activity, each of you will talk about one or both of the following two subjects.

١. فيه شي مرّة حدا عمل معك شي منيح وانت كنت ممنون منّه ؟ حكيلنا على القضيّة .

٢. فيه شي مرّة التقيت بشخصيّة معروفة متل ممثّل سينمائي او تلفزيوني او مخرج او رئيس جمهوريّة او امير او ملك ، طبعا اللي بيعادل هيدول من الجنس اللطيف . حكيلنا عن هالمناسبة .

ACTIVITY C1 - Let's tell a story: Ahmed joins the armed forces.

In this activity, one of you gives the first sentence. Then each student takes a turn to add a sentence. One of the students, acting as secretary, makes notes of what is said. When the last sentence has been added, he reads the entire story to the class.

اصول الصحبة

جحا كان زلمي خدوم "ونوكتجي" وكانوا أهل ضيعته دايما يستعيروا الجحش تبعوله وهو ماكان يردّه عن حدا.

وبعد عدّة سنين من الخدمات العامّة كبرا الجحش بالعمر وبردت همّته. وفيه يوم كان العليق قليل عند جحا وكان عشا الجحش خفيف وكان بعده جوعان. وعند الدغشة إجي واحد من أصحاب جحا حتى يستعير الجحش وقال انه بدّه يروح يجيب حماته من الضيعة اللي على ثاني جهة من الوادي لأنّ مرته إشتاقت لأمّا.

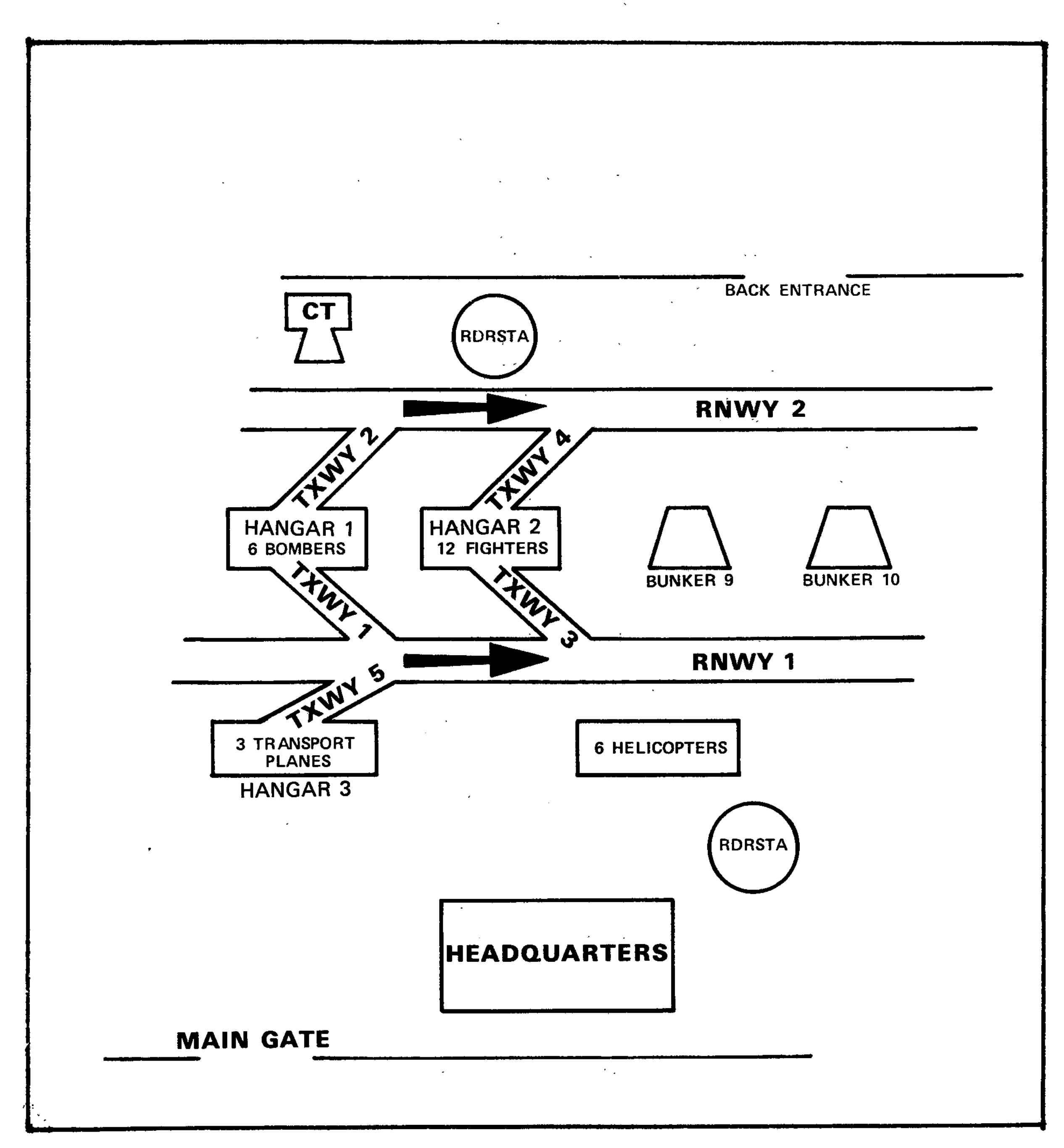
وجحا قلّه: ياريت، كان تكرم عينك يا صاحبي، بس قبل شوي إجي بو سلمان واخده وراح يتمشّى برّات الضيعة وبرجع بكرة.

بهالوقت الجحش شرهق بالقبو. وصاحب جحا سمعه وقال لجحا: الجحش عم بيقول انه هو هلّق بالقبو.

وجحا قال: ولو يا صاحبي، هيك بتضيّع اصول الصحبة وبتصدّق الجحش أكثر ما بتصدّقني.

ACTIVITY C2 - Questions and answers.

Study the given map of an airfield. Ask questions and be ready to answer questions in an attempt to explain all that is on the map and their relative positions and anything else you can think of.



AIRFIELD

ACTIVITY C3 - Investigation.

One of your classmates has suddenly disappeared. The platoon sergeant is carrying out a preliminary investigation. He asks each student questions about the last time they saw the student; the place he was then; if they spoke to him; what things he talked about; if he hinted about something; if he was afraid of something, and so on.

The students will answer to the best of their ability. The platoon sergeant pretends to be taking notes of the answers he gets.

ACTIVITY C4 - Role playing.

Student A: You wish to buy a car. You are in a showroom, looking at a second-hand car that might be suitable; you decide to find out more about it. You may want to know how old it is, who was the previous owner, how many miles/gallon it gets; the mileage it has on it, if there is a guarantee, the price, and so on.

Student B: You are a car salesman. You attend to the customer. The car is only two years old and belonged to a visiting foreign colonel. It is in very good shape, like new. It has a 6-month guarantee, it has 24,000 miles on it, it gets 28 miles to the gallon on the highway and 23 in town. The price is $3800.

ACTIVITY C5 - Tell us.

In this activity, students will attempt to tell the class whatever is required in each of the following four questions.

١. قلّنا بشو هالمنطقة غير شكل عن المنطقة اللي انت ربيت فيها وبشو هي متلها ؟

٢. قلّنا اذا بتعرف شي مناطق ما حدا بيقدر يدخلها بدون تصريح ، وحكيلنا شوي عن هالمناطق .

٣. قلّنا اذا كنت شي مرّة بطيّارة وصار معك حادث غريب او طريف او مخيف او مزعج وحكيلنا شوي عن هالحادث .

٤. قلّنا اذا انت بتفضّل السفر بالطيارة او السيارة وليش بتفضّل واحد على التاني لمّا بتكون عم بتسافر من بلد لبلد بين الولايات .

ACTIVITY D1 - Study - Ask - Answer.

Study the monetary rate of exchange as listed in Lebanon on two different dates. The rates are given in (ق.ل) قرش لبناني , "Lebanese piasters." There are 100 piasters to the Lebanese pound, and 100 Syrian piasters to the Syrian pound. Prepare questions about the rate of exchange of the U.S dollar and other currencies you would like to talk about. Compare the changes in the rate of exchange in the time lapse between the two listings. Be ready to answer the questions of your classmates.

الجمعة ١٩٨٤/٨/٣١

العملة

	الشراء ق.ل.	المبيع ق.ل.
الليرة السورية	٨٠،٥٠	٨١،٥٠
الدينار العراقي	٦٤٥	٦٥٥
الدينار الكويتي	٢٣٢٧	٢٣٣٧
الدينار الاردني	١٦٩٧	١٧٠٧
الدينار البحراني	١٧٤٠	١٧٥٠
الدينار الليبي	٦٠٠	٦٥٠
درهم الامارات العربية	١٧٩،٧٠	١٨٠،٧٠
الريال القطري	١٨١	١٨٢
الريال السعودي	١٨٦	١٨٧
الريال العماني	١٩٠٣	١٩١٣
الجنيه المصري	٥٣٨	٥٤٨
الجنيه الاسترليني	٨٦٣	٨٧٣
المارك الالماني	٢٢٨	٢٣٠
الفلوران الهولندي	٢٠٢،٥٠	٢٠٤،٥٠
الدراخما اليونانية	٥،٤٥	٥،٧٠
الفرنك الفرنسي	٧٤،٧٥	٧٥،٧٥
الفرنك السويسري	٢٧٥	٢٧٧
الفرنك البلجيكي	١١،٢٠	١١،٤٥
الكورون الاسوجي	٧٩،٠٠	٨٠،٠٠
البيزيتا الاسبانية	٤،٠٣	٤،١٣
الليرة التركية	١،٦٠	١،٦٥
الليرة القبرصية	١١٣٥	١١٨٥
الالف لير ايطالي	٣٧٠	٣٧٥
الالف فرنك افريقي	١٤٧٠	١٤٨٥
الالف ين ياباني	٢٧٣٥	٢٧٥٥
الدولار الاميركي بنكنوط	٦٦٢	٦٦٧
الدولار الاميركي حوالة	٦٦٠	٦٦٥
الدولار الكندي	٥٠٧	٥١٢

الجمعة ١٩٨٢/٩/١٠

العملة

	شراء ق.ل.	مبيع ق.ل.
الليرة السورية	٨١،٢٥	٨١،٧٥
الدينار العراقي	٨٠٧	٨١٧
الدينار الكويتي	١٦٢٨	١٦٣٣
الدينار الاردني	١٣٢٥	١٣٣٠
الدينار البحراني	١٢٥٠	١٢٥٥
الدينار الليبي	٨٠٠	٨٢٥
الريال القطري	١٢٩،٨٥	١٣٠،٣٥
درهم الامارات العربية	١٢٩،١٥	١٢٩،٦٥
الريال السعودي	١٣٧،٨٥	١٣٨،٣٥
الريال العماني	١٣٦٨	١٣٧٣
الجنيه المصري	٤٥٠	٤٦٠
الفرنك الفرنسي	٦٨	٦٩
الجنيه الاسترليني	٨٢٠	٨٣٠
المارك الالماني	١٩١،٥٠	١٩٣
الفلوران الهولندي	١٧٤،٥٠	١٧٦
الفرنك السويسري	٢٢٤،٥٠	٢٢٦
الالف لير ايطالي	٣٤٨	٣٥٣
الكورون الدانماركي	٥٤	٥٥
الفرنك البلجيكي	٩،٧٥	١٠،٠٠
الليرة القبرصية	٩٥٠	٩،٧٥
الكورون الاسوجي	٧٦،٥٠	٧٧،٥٠
البيزيتا الاسبانية	٤،٥٠	٤،٦٠
الليرة التركية	٢،٨٠	٢،٩٠
الالف فرنك افريقي	١٣١٥	١٣٤٠
الالف ين ياباني	١٨٣٥	١٨٤٥
الدولار الاميركي حوالة	٤٧٨	٤٨٠
الدولار الاميركي بنكنوط	٤٧٨	٤٨٠
الدولار الاوسترالي	٤٥٥	٤٦٥
الدولار الكندي	٣٨٣	٣٨٨

ACTIVITY D2 - Study - Ask - Answer.

Study the list of prices for fruits and vegetables given below. The prices are quoted in Lebanese piasters per kilogram (2.2 pounds). Choose at least two kinds of fruits and two kinds of vegetables and convert their prices to U.S. dollars per pound. In order to make the proper conversion use the rate of exchange given in Activity D1. Then go around the class and talk to students who happen to have selected some of the items you have and see if you have come up with similar results. Your conversation should be in SD.

الاثنين ١٩٨٤/٩/٢٤

الصنف	السعر ق.ل.		
		خيار افوكاتو	٥٠٠
		سبانخ	٢٠٠
		هندباء	٢٠٠
اناناس	١٥٠٠	فول اخضر	٨٥٠
كستناء	٧٠٠	بطاطا	٢٠٠
ليمون ماوردي	٢٠٠	بازيلا	٩٥٠
ليمون افندي	٣٠٠	فليفلة حلوة	٨٥٠
ليمون كليمانتين	٣٥٠	خس	٣٠٠
ليمون ابو صرة	٢٠٠	خس افرنجي	٢٠٠
ليمون شموطي	٢٠٠	فجل مدعبل	١٢٥
غريبفروت	٢٠٠	جزر	١٥٠
تفاح ستاركن	٤٥٠	قلقاس	٣٠٠
تفاح غولدن	٤٠٠	بقدونس	٧٥
بندورة	٤٠٠	نعناع	٢٠٠
ارضي شوكي	١٠٠	كزبرة	٧٥
ملفوف	٢٠٠	بصل ابيض	٣٠٠
قرنبيط	٢٠٠	بصل احمر	٢٠٠
خيار	٩٠٠	ثوم	١١٠٠

ACTIVITY D3 - This is what I would do if only I could.

Each student will write down the names of three of his classmates. When called upon, he will say to what rank he would promote each one of them; and to what branch of the armed forces and where he would transfer each one of them. Then each of the people assigned will have the chance to accept or decline the new assignment.

Example:

فريد : لو بقدر كنت برقّي جمال لرتبة نقيب بحري وبنقله من سلاح الطيران لسلاح المرينز وبحطّه مع الاسطول السادس بالبحر الابيض المتوسط .

جمال : طيّب ، انا بقبل هالوظيفة الكويّسة .

ACTIVITY D4 - Tell us about it.

Students will take turns telling the class about a maneuver they participated in. These students will answer a few questions about their experience from their classmates or the instructor.

ACTIVITY E1

Tell us what you do and where you live and we will know who you are.

Students will take turns assuming the personality of a movie star, a TV star, a well-known reporter, a commentator, a governor, a president of some country, etc. The student assuming this role will say what he does in general or what was the last thing he did and where he lives. Then students in the class will try to guess who he is. That student may be asked to repeat what he said once only. Students in the class may challenge some of the given information.

ACTIVITY E2 - Questions and answers.

1. You want to know certain things about the 6th Fleet. Ask one of your classmates a series of questions to obtain this information.

2. You know something about one of the large aircraft carriers in one of the fleets, but you would like to know more about them. Ask someone a series of questions to find out what you need to know.

3. You want to know the difference between a cruiser and a destroyer. Ask someone who can explain the difference.

4. You want to know the difference between a fighter and a bomber. Ask someone to tell you.

5. You need to construct a military airstrip quickly. Tell the commander of the engineers battalion about your need and inquire how long it will take to build the strip.

6. You want to know the ranks of the commanders of a brigade, a regiment, a battalion and a company. Talk to someone who may be able to help you.

ACTIVITY E3

Listen to the following dialogue as your instructor reads it. Try to guess the meaning of the new vocabulary and translate the dialogue. Ask a few questions based upon the dialogue and be ready to answer some of your peers' questions.

جميل : يا فريد ، الشباب مفكّرين يروحوا يصيّدوا سمك يوم السبت بتحب تجي معنا ؟

فريد : وين رح تروحوا تصيّدوا ؟

جميل : رح نطلع بمركب صيد من الفشرمان وارف الساعة ستّة الصبح .

فريد : مع الأسف انا ما بقدر اطلع بهالمراكب لأن بيصير معي دوران البحر وهيدا شي صعب كتير .

جميل : جرّبت شي مرّة تاخد دراممين قبل ما تطلع بالبحر بحوالي نصّ ساعة ؟

فريد : لأ ما جرّبت وانا طلعت مرّة واحدة وقلت " حديدها عاللي بيعيدها " .

جميل : طيّب ، مش انت بسلاح البحريّة ؟ كيف هالشغلة معك ؟

فريد : لحدّ هلق اسّى ما طلعت بواحدة من السفن الحربيّة وخايف شو رح يصير لمّا بيجي اليوم واطلع بواحدة منهن .

جميل : يمكن ما يصير معك الدوران لأن السفن الكبيرة غير شكل عن الزغيرة .

فريد : انشالله يكون هيك صحيح . بسّ رح حاول كون آخر مين يطلع بالبحر .

MODULE 6 --- LESSONS 21-24

ACTIVITY A1

In this activity, the students will choose one of the combinations of three verbs below. Then they will make a statement or a short tale using these verbs. They will also answer any questions from their classmates or the instructor based upon the statement or tale they made.

١. اقترب – فتح النار – تراجع .

٢. حدّد – طلع – ضرب .

٣. علّق – انكسر – سحب .

٤. تطوّع – تدرّب – تخصّص .

٥. اغار – كوّن – دافع .

٦. اشتبك – استخدم – اسقط .

٧. حلّق – فرّغ – انزل .

٨. دخل – ضوّى – اطلق .

٩. دعي – حضر – ترك .

١٠. تعطّل – سحب – صلّح .

Example:

اقترب – فتح النار – تراجع .

بمجرد ما اقتربت القوّات المهاجمة من مراكزنا فتحنا النار عليها من تلات جهات

يمين وشمال ووسط وهيك اضطرّت تتراجع بسرعة .

سؤال : هيدي كانت معركة حقيقيّة ولاّ مناورة .

جواب : الحمد لله انّها كانت مناورة .

Activity A2 - Interview and report.

The class is divided into groups of four or five students. The students in each group are numbered from one to five. Student #1 asks question #1 to all students in his group and records their answers. Student #2 asks question #2 to all students in his group and records their answers, and so on. When these interviews are over, the students take turns reporting their findings

1. Was your car ever towed away? When, where and what happened?

2. Did you see a storm hit somewhere? What was the speed of the wind?

3. Have you driven in heavy fog for a long distance? How was the visibility?

4. Did you ever have trouble with your car on the highway? Did you try to fix it? What happened?

5. If you were to enlist all over again, would you choose the same branch of the armed forces or a different one? In which branch are you now?

All questions and answers should be in SD.

ACTIVITY A3 - Debate.

Subject (الخدمة الالزاميّة) خدمة العلم

The class is divided into two teams (a team in favor and a team against). Each team elects a captain and plans the strategy. The captain gives the floor to members of his team to speak at certain points of the debate. The debate begins with the affirmation team stating their position in support of the draft and the other team replies and the debate goes on. When the instructor feels that the subject is thoroughly covered he will call the debate to an end.

ACTIVITY A4

من التاريخ

In this activity, students choose one of the following listed battles that are known in history. Then they will take turns talking about the battle they chose and answer questions that may be raised by their classmates.

١. بنكوك

٢. النورمندي

٣. بيرل هربر .

٤. كنكورد ولاكسنتن

٥. كتزبرك (جتزبرج)

٦. العلمين

٧. حطّين

٨. الجمل

Some of the vocabulary that may be used:

اشتبك   اغار   دافع   ضرب   تقدّم   امر

ربح   اسقط   هاجم   اصاب   تراجع   قرّر

خسر   دمّر   حطّم   اخطأ   استخدم   انسحب

قاد   اغرق   تمركز   انفجر   انتصر   استسلم

حاصر

معركة   مدفع   بارودة   رمانة يدوية   ذخيرة

مدفع عيار ثقيل   مدفع رشاش   سيف / سيوف   دبابات

حربة / حراب – قتيل / قتلى – جريح / جرحى – اسير / اسرى

طبيب / اطبّا – ممرضة / ممرضات – الطبيب الاحمر

الهلال الاحمر – سيارات الاسعاف .

ACTIVITY B1 - Role playing.

Situation 1.

Student A. You are the captain of a ship that develops trouble at sea. Make a call for help to the naval base not far away on shore.

Student B. You are the commander of the naval base on shore; answer the call. Carry on a conversation.

Situation 2.

Student A. Your ship is trying to enter the port in heavy fog and rough sea. Call the port for help.

Student B. You are the port commander; answer the call and give instructions to the ship captain and pilots to help the incoming ship. Carry on a conversation.

Situation 3.

Student A. You are in charge of running a dry dock. There is too much to do and there aren't enough well-trained engineers and workers. Also there is a problem with spare parts. A cruiser is towed into the dry dock. The fleet commander gets on the phone and asks you to repair the damaged cruiser; he gives you one week to do the job. Talk to the commander. Try to be nice and explain to him your situation and promise to do your best.

Student B is the fleet commander.

ACTIVITY B2

You name him and we tell you what he does (did) and where he lives (lived). In other words we will tell you all about him. In this activity students will take turn giving the name of a general, a TV star, a movie star, a scientist, a politician, and so on. Classmates will talk about this man or woman to the best of their knowledge.

ACTIVITY B3

You name it and we will tell you all about it. This activity is similar to Activity B2, except that in this case, students will name a ship, an organization, a company, an airplane, an airfield, an atomic plant and so on. The entire class will talk about it.

ACTIVITY B4 - Memory game.

In this game a subject is chosen. Then one student says the first sentence. A second student repeats that sentence and adds one of his own. A third student repeats the first two sentences and adds one of his own and so on. Those students who make too many mistakes drop out of the game. Some of the subjects may be:

A maneuver

A party

Enlisting in the armed forces.

ACTIVITY B5

In this activity the students will be grouped in pairs. Each pair will sit together and take 7 minutes to change the last exchange in the dialogue of Frame Two of Lesson 22. At the end of the assigned time each pair will be given time to perform their entry to the class.

ACTIVITY C1

In this activity, students will study the given report about ships at the Beirut seaport. Then they will ask each other questions about the kind and amount of shipments that were on certain ships. Where were these ships docked and a variety of questions that the students can think of.

الخميس ١٩٨٣/٣/٣

حركة مرفأ بيروت

دخلت امس مرفأ بيروت ١٠ بواخر ناقلة ٥٤٠٣ اطنان، وهي: "حسن" و"اتلوس - ٣" و"ساجيتاريو" و"جولي فيردي" و"فينوزيا" و"ايسترن روبي" و"سيتو" و"وزيرافنا" و"اريستون" و"اطلنتيس".

وغادرته ١٢ باخرة هي: "هللينيك بيونير" و"سان سيرفان" و"بارافولاس -٢" و"اتيكي" و"هيرم - ج" و"بولا" و"هيل اولديندورف" و"سيتي اوف بيرث" و"رويال برنس" و"اتلوس - ٣" و"ميرزاريوغريسيا" و"ندى".

وبقيت في المرفأ ٤٠ باخرة، بينها ١١ باخرة من دون عمل و٩ بواخر مسافرة، وينتظر وصول ٢٦ باخرة حسب لائحة الغرفة الدولية للملاحة.

١ - البواخر العاملة

الرصيف	الباخرة	البضائع (طن)	الوكيل البحري
٢	عماد -١	للشحن	ن.ابورجيلي
٢	ثائر	٨٥٥ خضرا	مينرفا شيبينغ
٢	نادين	-	سنو تريدينغ
٢	ديماراتوس	٦٢٦ مختلفا	مينرفا شيبينغ
٣	لابروفيدانس	٥٠٠ عدسا	اجيمار
٣	م. باهي	-	سنو تريدينغ
٣	سي ماستر	-	ن.ابورجيلي
٣	ليبان	-	ن.ابورجيلي
٣	ديفينا	-	ديفينا لاين
٣	ديانا	-	كاريني شيبينغ
٤	بشير	-	سنو تريدينغ
٤	سنو مي-٤	-	سنو تريدينغ
٤	حسن	٣٠٠ بطاطا	ن.ابورجيلي
٥	الامام حمزة	٢٨٣ مختلفا	ن.ابورجيلي
٥	داني لاكي	٨٠٠ بطاطا	سنو تريدينغ
٥	بيجو	٥٠٠ مختلفا	ميدنافيغايشن
٦	ساجيتاريو	حربية	الوحدة الايطالية
٦	جولي فيردي	٤٠٠ سيارات	أ. قرداحي
٦	باردي	١٩١٨ بطاطا	كونتيمار
٧	فينوزيا	٧٥٤ مختلفا	ميدغولف شيبينغ
٧	سيموند سيكوندو	١٥٠٠ مختلفا	سي لاين شيبينغ
٧	ايستيرن روبي	٨١٢ مختلفا	ضاهر وشركاه
٨	ساوثرن فريندشيب	١٠٠٠٠ قمحا	غولف ايجنسي
٩	سنتيا - ث	-	يونايتد نافيغايشن
٩	سنتيا -		
٩	بيت الدين	١٨٣٧ مختلفا	ت. غرغور

ACTIVITY C2 - Argue and give reason.

In this activity students will exercise a certain measure of humor in asking one another to transfer from their branch of the armed forces to another branch. The student who is asked to transfer would say that he doesn't want to transfer to the suggested branch because.... The student who made the suggestion doesn't give up and he counters the given reason. The two students will argue for a while with a sense of humor.

Example:

سمير : يا فريد ليش ما بتنتقل من سلاح الطيران وبتجي لعنّا على سلاح البحرية ؟

فريد : انا بحب سلاح الطيران وما بحب سلاح البحرية .

سمير : ليش ما بتحب سلاح البحرية ؟

فريد : لأن كل ما روح بالبحر بصير معي دوران البحر . وهيدا شي صعب كتير .

سمير : بس فيه دوا لدوران البحر بتاخد منه حبّة كل ٦ ساعات ، وبيمشي الحال الخ .

ACTIVITY C3

In this activity students will act in couples. Each couple chooses one of the listed topics and talks about it in SD. The students are advised to keep notes of some of the things they talk about because they will be called upon to give a presentation of their dialogue to the class. When the instructor feels that the students have had enough time for their private talks, he will call on couples to give a presentation to the class. Questions may be addressed to the couples after each performance.

Topics:

1. Two of you graduated together from the same high school. Each one joined a different branch of the armed forces. Two years later you meet again in your home town while on leave. Talk about your experiences.

2. Two of you are planning a defense strategy for a maneuver in which your troops will be under attack. Draw a plan.

3. You are the commanding colonel of a squadron of bombers which will be going on a mission to raid enemy radar and warning stations. Review the plan of attack with the major general at the base.

4. The mission in item #3 above is over. There was quite a bit of enemy resistance. The mission was partially successful. The colonel is back at the base talking to the major general who asks several questions.

5. This situation is going to be an interview between the manager of a dry dock and a potential new employee who has experience in ship repair.

ACTIVITY C4 - Make a reasonable guess.

Take turns assuming the personality of a known figure in an important position. Then say a sentence or two in reference to your assumed position, then ask the class to make certain guesses.

Example:

١. انا رئيس وقائد مدرسة مشهورة بتدريس اللغات الأجنبية . مين انا وشو رتبتي ووين هالمدرسة ؟

ACTIVITY D1 - Command and response.

In this activity, use the listed verbs to give commands to each other. Upon receiving a command, respond to it in words and action when possible. Then give the next command to another student and so on.

١. ضوّى	٢. فتح
٣. وقّف	٤. طلع
٥. اقترب	٦. دعي
٧. حدّد	٨. استخدم
٩. ترك	١٠. ضرب

ACTIVITY D2

In this activity, engage each other in questions and answers concerning who did what in the previous activity.

Example:

س : مين اللي ضوّى الضوّ ؟

ج : فريدة هي اللي ضوّت الضوّ .

The one who asked the question agrees with the answer if it is right and may ask:

س : مين اللي طلب منها حتى تضوّيه ؟

ج : سمير هو اللي قلها حتى تضوّيه .

Then he agrees or disagrees with this last answer.

ACTIVITY D3 - Say what would happen next.

In this activity, students will take turns describing the beginning of a certain event. Other students will make additional statements in predicting what could have happened next. It is highly desirable that students comment on each other's statements when possible.

Example:

First student	السفينة كانت عم بتحاول تدخل المينا بالضباب القوي .
Second student	ميشان هيك ضوّت كمل اضويتها .

Third student	وكمان اطلقت صفرات متقطعة .
Fourth student	وكمان زوارق الاشاد راحت حتى تساعدها .
Fifth student	شو فيها تعمل زوارق الارشاد بهيك حالة ؟

The following in a list of 5 events. Other events can be added to the list.

١. فيه اربعة من العمّال الفنّيين بالحوض الجاف الهم اسبوعين غايبين عن العمل بسبب المرض .

٢. قاذفات القنابل قامت بغارة لضرب اهداف باعماق ارض العدو ، ولكن كان فيه ضباب فوق الاهداف .

٣. بدينا بالمناورة الساعة تلاتة الصبح وكان فيه شتي قوي (مطر شديد) .

٤. هاجمنا قوات العدو قبل ما اخدوا مراكزهن .

٥. اسبوع الماضي كان عنّا حفلة وبعض الشباب شربوا شوي بزيادة .

ACTIVITY D4 - Open discussion. ناقش هالموضوع

In this activity, the instructor will introduce the following subject for discussion in the classroom. The students will participate in an open discussion until they feel the subject is completely covered.

قوّة واهميّة الجيوش بتعتمد على :

اسلحتها .

تدريبها .

قيادتها .

انضباط افرادها وضبّاطها واخلاصهن وشجاعتهن .

ناقش اهمية هالعناصر وحكي عن الصعوبات اللي بتعترض تطبيقها . وقول اذا فيه عناصر غير هيدول فيه الها اهميّة كمان وبيّن اهميّتها .

ACTIVITY E1 - Make a survey.

In this activity, you will be assigned one of the 10 listed questions. Move around the room and ask each classmate your question. After the survey has been completed, the class will reassemble and each of you will report your findings. All questions, answers and reporting should be in SD.

1. In what branch of the armed forces are you?
2. How many years have you been in the service?
3. When do you plan to leave the service?
4. What do you think you will do when you leave the service?
5. When was the last time you participated in a maneuver?
6. Which fighter plane do you consider the best?
7. How fast are some of the fast bombers?
8. What was the last warship you saw?
9. What kind of training did you have in the use if firearms?
10. What do you do if your car doesn't start in the morning?

ACTIVITY E2 - Let us go together.

In this activity students will write:

1. If they would like to get an assignment at the American embassy either in Beirut, Damascus or Amman.
2. What kind of assignment they would like to have.
3. In which branch of the armed forces they want to be at the time of the assignment.
4. Duration of assignment.

Then they will go around and talk to one another about their choices. When there is a small difference between two choices the students try to iron out their differences and agree to go together. Students who agree to go together will report about their choice. All the discussions and reporting should be in SD.

ACTIVITY E3 - One-sided telephone conversation.

In this activity, each of you will simulate a telephone conversation with your parents to tell them about the presumed assignment chosen in Activity E2. The students will try to make the conversation as lively and dramatic as they can by giving answers and explanations that reflect on what the other side is presumably saying.

ACTIVITY E4 - Do some fancy shopping.

In this activity, take turns saying where you would shop for the mentioned product. How many you would buy in each case. The specific kind you would buy. The estimated price you would have to pay.

1. Fighters

2. Bombers

3. Fighter-bombers

4. Submarines

5. Torpedo boats

6. Missile boats

7. Tanks

8. Fancy cars

9. Luxurious homes

10. Expensive jewelry

11. Video games

12. Computers

شـــيح بريح

يحكي بانّه واحد من مشـاهير الفرسـان التقى بتاجر رفيق معُه جارية روعَة بالفتنة والجمال، فسألُه عن إسمها.

والتّاجر قلّه : اســـمها "شيحي" على إسم جارية "المأمونَ" الخليفة العبّاسي المشـهور ابن الخليفة المشـهور "هارون الرشـيد". فقال الفارســـ : وفرسي هيدي إسمها "ريح" على إسم فرس سـيّدنا سـليمان الحكيم اللّي استبدلها بالف فرس من أجود الخيل. فَ قدّيش بتدفعلي فرق سـعر حتى بيعك فرسي "ريح" واشتري منّك الجارية "شيح"؟

والتّاجر قال : "خلّي، شـيح بريح"، يعني الجارية بالفرس بدون فرق بالسـعر.

وهيك صارت هالعبارة قول شـائع ومأثور عند العامّة والخاصّة.

ACTIVITY E5 عالج هالموضوع

In this activity, you will all participate in an objective discussion of the following subject without getting too involved in the controversy of the basic issue.

من المعروف انّه بعض الدول المتقدّمة بالحضارة ما بتقرّ بمبدأ الاعدام وحتى للمجرمين اللي بيقترفوا ابشع انواع الجرائم بالمجتمع اللي بيعيشوا فيه . بس بنفس الوقت هالدول ذاتها بتقرّ بمبدأ الحرب اللي هي الى حد ما اعدام شبه جماعي لآلاف من الابرياء . فكيف يمكن تعليل هالموقفين اللي بيبدوا متناقضين في ظاهرهن ؟

MODULE 7 --- LESSONS 25-28

ACTIVITY A1 - Role playing.

a. You are the operator of radio station 16 Riaq. You want to call radio station 24 Tripoli. Today is the 20th of April. The number of the message you want to send is 18. The message is directed to the commander of the 2nd Battalion. The message says "Attack should begin at 1500 hours," and signed Colonel Fadi Nasr.
Select one of your classmates to play the role of the operator of station 24 Tripoli, while you play the role of the operator of station 16 Riaq.

b. Two students will play the same role except that the students will make up the message.

ACTIVITY A2

a. You are the operator of radio station 32 Qunitara. You are calling radio station 14 Damascus. The communication becomes unreadable due to static. You perform a readability check. The operator of station 14 gives you a short count from 1 to 5. Then you decide to change to frequency 4 megacycle but the readability is still poor. You perform another readability check, but the readability becomes worse. You decide to terminate this call and promise to call later at 1900 hours.
Select one of your classmates to play the role of operator of radio station 14.

b. You call again at 1900 hours. The communication is clear. Deliver a message. Ask for a confirmation of the message.

ACTIVITY A3

In this activity, each of you will ask a classmate three related questions, one question for each verb in one of the 8 sets of verbs below.

Example: استلم – خبّر – لفت (نظر) .

س : ايمتى استلمت الرسالة من صديقك اللي سافر عالشام ؟

ج : استلمتها من يومين .

س : شو خبّرك فيها ؟

ج : خبّرني كتير اشيا عن مدينة الشام واهل سوريا .

س : شو اللي لفت نظرك اكتر شي بهالرسالة ؟

ج : الشي اللي قاله عن الجامع الأموي وسوق الحميديّة .

١. قبض على – اعتدى – عذّب .

٢. اسر – عامل – نصّ .

٣. قبض على – فتّش – حقّق .

٤. تهم – حقّق – نكر .

٥. اجتمع – ناقش – برهن .

٦. احتاج – طلب – أمّن .

٧. بحث – شرح – برهن .

٨. استلم – خبّر – لفت (نظر) .

ACTIVITY A4 - Interrogation.

In this activity, two students will volunteer to play the roles of an interrogator and a prisoner of war. The rest of the class will listen to the interrogation and take notes. When the interrogation is over students take turns critiquing some aspects of the interrogation. They may also ask questions to clarify some points of the interrogation. If another couple has different ideas about the interrogation, they may ask to do their way and the whole process is repeated all over.

ACTIVITY B1

Pair off and change the first exchange of the dialogue in Frame One of Lesson 26 in five minutes. At the end of the assigned time the teacher will call on pairs to report the suggested changes.

Example:

سالم : شو يا باسم ، انت رسمت هالخارطة ؟

باسم : معلوم ، شو مفكّر انت ؟ انا برسم خرايط متل ما بدّك .

ACTIVITY B2 ناقش هالمواضيع

Take turns expressing points of view about each of the following 4 topics. You may or may not agree with each other on some of the issues.

١. الكفاءة والمقدرة والترقية بالخدمة العسكرية وبالشركات بهالبلد .

٢. ميثاق جنيف المتعلق بمسألة اسرى الحرب ومعاملة بعض الدول لهالأسرى .

٣. لمّا الانسان بيعمل شي مش قانوني وخصوصا اذا كان العمل اجرامي ، هالانسان عادة ما بيعترف بالشي اللي عمله . وكل ما انسأل عنّه بينكر انّه بيعرف شي عنّها شو الأسباب ؟ وكيف بيقدر المحقق يتوصّل لنتيجة بهالحالات ؟

٤. الخدمات اللي بيقدر يقوم فيها الصليب الاحمر الدولي بالنسبة لأسرى الحرب بالظروف الصعبة . شو هي فعاليّته وشو محدودها ؟

ACTIVITY B3 - Map reading.

In this activity, look at the given map on the next page and ask each other questions whose answers can be obtained from the map. Take time to study the symbols used on the map.

Example:

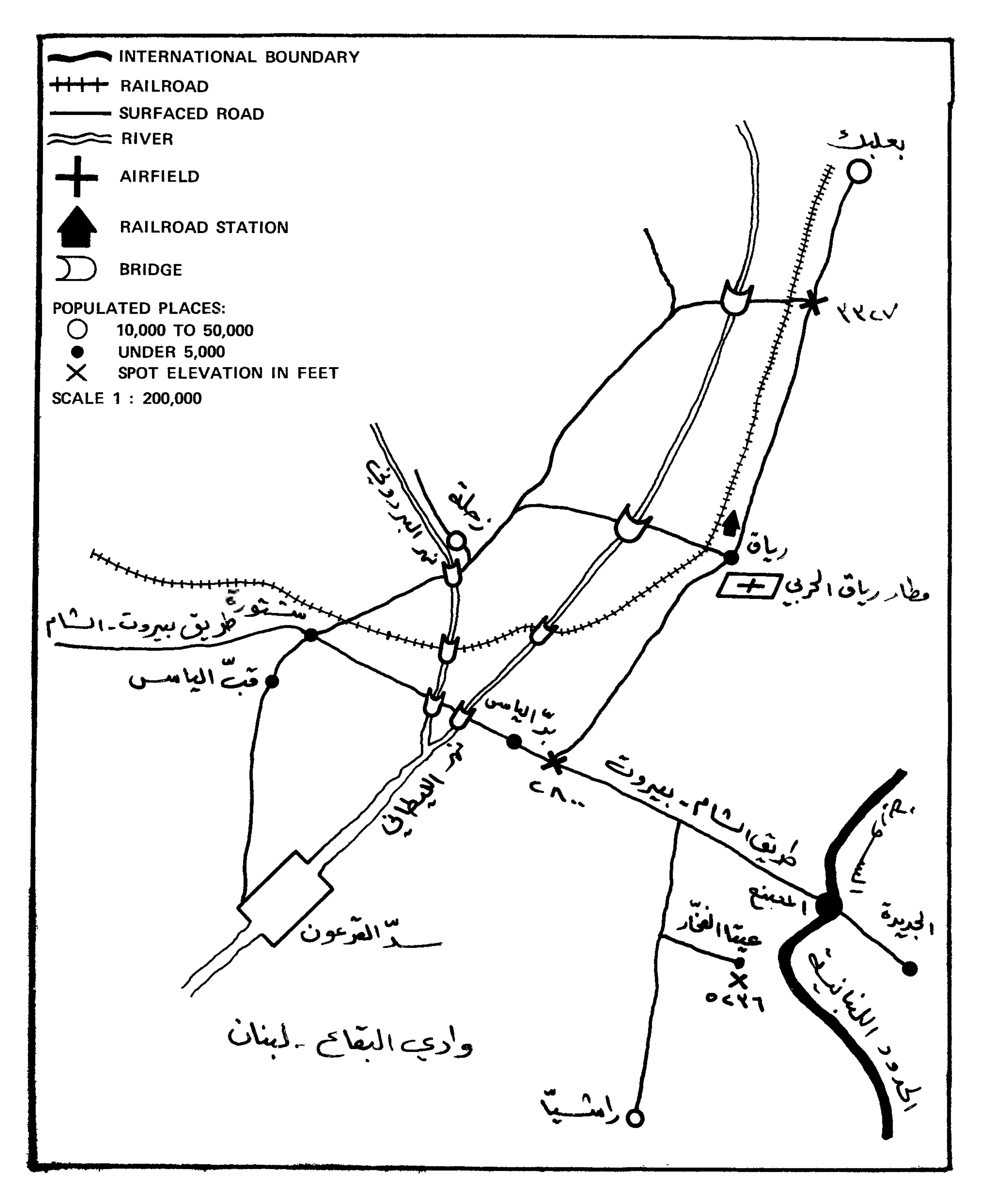
س : فوق كم جسر بتمرّ سكّة الحديد ؟

ج : بتمرّ فوق جسرين .

س : وين هالجسرين ؟

ج : واحد على نهر البردوني والتاني على فرع من نهر الليطاني .

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ACTIVITY B4 - Paired speaking.

Pair off and choose one of the three sets of questions given below. Ask each other all four questions in the set. When all questions have been asked and answered, reverse roles. The instructor may ask one or more pairs to demonstrate their performance to the class.

a. The answers to the questions in this case should be found on the map given in activity B3.

1. Ask a question about المصنع .

2. Ask a question about الجديدة.

3. Ask about the relative positions of زحلة ، رياق and بعلبك .

4. Ask about the highest place shown on the map.

b. 1. Ask if the liaison officer has a specific rank.

2. Ask about the kind of work he does.

3. Ask if he has to have a special talent.

4. Ask if your friend would like to be a liaison officer.

c. 1. Ask if all countries cooperate pretty well when it comes to the exchange of prisoners of war.

2. Ask who usually mediates in the process.

3. Ask if a certain country has given another country a hard time in this matter.

4. Ask if all U.S. prisoners of war in a certain country were accounted for.

ACTIVITY C1 - Consequently.

Take turns making one of the following 6 statements. Once a statement is made by one student other students in the class will think of as many consequences as possible and volunteer their answers.

Example:

Statement: جمال كان عم بيسوق سيارته بسرعة .

الطالب الأول : ميشان هيك صار معه الحادث .

الطالب التاني : ميشان هيك وقّفه الشرطي .

الطالب التالت : ميشان هيك كانت زوجته خايفة .

١. اجت اشارة لقائد الطيّارة اللي كانت بطريقها لأنزال المظليين ورا خطوط العدو بأن العدو عرف بالخطّة .

٢. سفينة الصيانة ما قدرت تصلّح القطعة المعطوبة بعرض البحر .

٣. يوسف جمال استاذ نشيط بمدرسة اللغات وعنده مواهب كتيرة .

٤. اجى خبر لمركز الصليب الاحمر بأنه واحد من اسرى الحرب كان جسمه ملطخ ازرق من كتر الضرب .

٥. لمّا كانت السفينة عم بتحاول تدخل المينا كان فيه عاصفة وضباب .

٦. لمّا القنيطرة كانت عم بتحاول تتصل بالشام كان فيه تداخل قوي .

Activity C2 - Meet the press.

There is an accusation that some of the prisoners of war in a certain country are being tortured. The minister of interior decides to meet the press. He makes a short speech denying the accusation and affirming his country's adherence to the Geneva Convention. Then he opens the floor for questions from the reporters (most of them from the foreign press).
One student will play the role of the minister of interior. Each of the remaining students takes the role of a reporter.

ACTIVITY C3

In this activity, some or all the students will play the roles of TV reporters. They will take turns reporting to their home stations concerning the announcement made by the minister of interior and his answers to some of the key questions in activity C2. In each case a student will act as the anchorman in the home station.

ACTIVITY C4

Listen to the following passage as your instructor reads it once. Then take time to prepare a series of questions based on the passage in an attempt to explore its content. Also be ready to answer the questions of your classmates.

اليوم تحدّث وزير الداخلية مع مراسلين الصحف والأذاعة والتلفزيون الوطنيين
والاجانب بمؤتمر صحفي عن التهمة الموجّهة لبلدنا بأن بعض اسرى الحرب اللي عنّا
تعرّضوا للضرب والتعذيب . قال الوزير بأن هالتهمة ما الها اساس من الصحّة ابدا .
وانّه الاسرى اللي عنّا عمّ يتعاملوا حسب ميثاق جنيف المتعلق بمعاملة اسرى الحرب .
ولمّا سأله واحد من المراسلين الاجانب اذا كان فيه بعض من الاسرى بالمستشفى
قال الوزير بأنه فيه تنين منهن بالمستشفى لأن حالتهن الصحيّة مش منيحة .
ولمّا سأله مراسل جريدة نيويورك تيمز اذا كانت حكومتنا بتسمح لممثّلين الصليب
الاحمر الدولي بأنهن يشوفوا الاسرى التنين اللي بالمستشفى ، قال الوزير بانهن
بيقدروا يشوفوا كل الاسرى اذا بدهن ويسألوهن ايا سؤال بيريدوا يسألوا .

ACTIVITY D1 - Guessing games.

In this activity, one student is asked to write on a piece of paper the answer to whatever is required in the 12 items listed below. His classmates will try to guess what it is he wrote.

Example: You are asked: وين رح تتعشى الليلة ؟
You write the answer on a piece of paper and turn it upside down. The students begin to guess. When someone makes the right guess, you tell him that he is correct and you show your written answer.

فريد : رح تتعشّى بنادي ال NCO ؟

انت : لأ ، هيدا آخر محل بفكّر أتعشى فيه .

سميرة : رح تتعشى بالبيت ؟

انت : لأ ، زوجتي مش عامله عشا الليلة .

علي : رح تتعشى بمطعم بكرميل ؟

انت : ايوه ، مع انّه صار قريب من آخر الشهر وبتعرفوا شو الحالة .

١. ايّا فلم سينما عجبك اكتر شي هالسنة ؟

٢. شو بتحبّ جبلك هدية من الشام ؟

٣. شو بتحبّ من الأكل العربي ؟

٤. لمين بتتلفن اكتر شي ؟

٥. كم ساعة بتدرس كل ليلة ؟

٦. كم سيارة اشتريت لحدّ هالتاريخ ؟

٧. ايا منطقة باميركا بتعجبك اكتر شي ؟

٨. برأيك ايّاه احسن نوع سيارات ؟

٩. كم ساعة بتنام كل ليلة ؟

١٠. كم بنت وكم صبي بتحب يكون عندك لما بتتجوّز ؟

١١. لو رحت عالجامعة شو بتحب تدرس ؟

١٢. برأيك ايا وزارة عم بتقوم بواجبها احسن شي بهالبلد ؟

ACTIVITY D2 - Questions and answers.

Write your name above the right column of boxes and the names of two of your classmates above the next two columns. Answer the questions of one of the given series and write your answers in the boxes under your name. Answer the questions for the other two students in the same manner. When called upon, read your answers to the class.

3	2	1

١. بشو بتهدس (بتفكرّ دايما) ؟

٢. شو اللي بيلفت نظرك اكتر شي ؟

٣. شو عندك مواهب ؟

٤. بمين عندك ثقة ؟

When all the students have answered the above questions for themselves and for the other students they will take turns giving their answers. This activity may be repeated if the students would like to come up with some funny or serious questions of their own making.

ACTIVITY D3 - Interview and report.

Divide into groups of four or five and each of you take a number from one to four or five. Student #1 asks question #1 of the other students in the group. Then student #2 asks the second question, and so on. When the interview has been completed, each group reports on their findings.

1. Do you turn on the radio for news before you come to school in the morning?

2. When was the last time you drew a map? What kind of a map was it?

3. Which is the last dam you saw? Where is it?

4. When was the last time you went for a medical checkup?

5. Briefly, how would you describe yourself when you were a child?

ACTIVITY D4 - All the words you can "chain."

In this activity, a student says a word, a second student says a word that begins with the last letter of the preceding word, a third student says a word that begins with last letter of the preceding word, and so on. The chain is broken when one student makes a mistake or the instructor challenges a word that is not correct. The number of words in the series is counted and the activity may be repeated if the number of the words in the first case was less than twenty.

Example:

جزّب – بعدين – نص – صار – رجع – عمل – لازم – معلّم – مدرسة – سيارة – رجّال

لبن – نسيان ———— .

Note: Whenever a word ends in ta marbouta the letter preceding the ta marbouta is used to begin a new word. This is illustrated in the given example.

ACTIVITY E1

In this activity, the dialogue in Frame 2 of Lesson 28 will be read in the class as a refresher. Then with closed textbooks, the students will take three minutes to anticipate what Colonel Arsalan has done with respect to the needed planes and what were the results of his endeavor. Then students will take turns expressing their thoughts. The instructor may ask for some clarification in each case.

ACTIVITY E2

In this activity, the dialogue in Frame One of Lesson 28 is read once as a refresher. Then the students will build up a story about Major Hasan Jamal based on the theme of the dialogue and developed beyond the theme. For this purpose the first student makes a short statement about Hasan Jamal. The second student adds another short statement to it and the third student adds another and so on.

Example:

الطالب الاول : حسن جمال رائد بالجيش الاميركي .

الطالب التاني : هو ترقّى لرتبة مقدّم .

الطالب التالث : هو عنده مواهب كتيرة ٠

This will go on until the subject is covered thoroughly. Someone will be asked to take notes and he will read the whole story to the class.

ACTIVITY E3

This activity is a variation of Activity E2 above whereby each student has to repeat what has been said before he adds his statement.
Thus in the above example, the second student would say:

حسن جمال رائد بالجيش الاميركي وترقّى لرتبة مقدم

The third student would say:

حسن جمال رائد بالجيش الاميركي وترقّى لرتبة مقدم وهو عنده مواهب كتيرة ٠

and so on

ACTIVITY E4 - How would you end this story?

The following incomplete story is read in the class. Then students are grouped in pairs. Each pair will try to come up with an end to the story in a time of three minutes. At the end of three minutes one person of each pair will report about their decision.

الساعة ستّة الاّ ربع الصبح الرقيب جم كان مستعدّ يترك بيته بِ مارينا حتى يروح على فورت اورد ميشان يقوم بتدريب جنود الفصيلة التالتة ٠ والتدريب كان لازم يبدي الساعة ستّة تمام ٠ بهالوقت رنّ التليفون وكانت امّه على الخط من بيت اهله بولاية بنسلفانيا وكان بالها مشغول وبدّها تحكيله عن مشكلة صارت مع اخوه ٠ هو ٠٠٠٠

ACTIVITY E5

In this activity, two students will volunteer to present the two listed situations, one situation at a time. Then all students will participate in a discussion of each situation and suggest a line of a action in each case.

١٠ واحد من اسرى الحرب مات بالأسر ٠ البلد اللي كان اسير فيها بتقول انه مرض ومات ٠ وبلد الاسير بتقول فيه عندهـا معلومات بأنه الأسير مات بسبب الضرب

والعذاب اللي تعرّض إلُه ٠ شو العمل ؟ ومين بيقدر يساعد بهيك حالِة ؟

٢٠ فيه تقرير عن معدّات عسكريّة قدّمُه الرائد سعد للعقيد ارسلان فقد من مكتب العقيد وعرفوا بانّه فقد حوالي ٣ ساعات بعد تقديمُه ٠ شو العمل ؟

المرة بالبيت رحمة ....

واحد من الأدبا اللبنانيين المعروفين روى هالقصّة عن إختباراته ببلاد الغربة مع المهاجرين اللبنانيّين اللي إلهن زمان ببلاد الغربة بالبرازيل، وقال:

مرّة وقفت قدّام باب دكّان شفت بالواجهة خبز عربي مرقوق ومطارمين من اللبنة المكبوسة بزيت، وبالداخل كان فيه كدسات من الصفيحة وأقراص الكبّة المقليّة، فقلت: لا بدّ ما يكون صاحب هالمحل لبناني. وتوكّلت على الله ودخلت وسلّمت بالعربي.

فردّ السلام عليّ رجّال ختيار عمره فوق الثمانين سنة وعرّفني عن حاله بعفويّة، قال:

"جوبك يوسف طعمة من راشيا بالبقاع، وكنت بألف خير قبل ما ماتت المرحومة وإنكسر جناحي.. الأرمل لشو عيشته.. لمّا نويت عالسفر من زمان قال المرحوم الوالد "ليك يا ابني مش ممكن تسافر الاّ اذا صاروا إجريك أربعة.. الأعزب رسنه فلتان، وتعبه للنسوان.

وبلا طول سيرة تزوّجت بنت الجيران وجينا على سانبولو، رحمة الله عليها.. هي أوّل من نصب الصاج وخبز خبز المرقوق بالبرازيل".

وتنهّد الرجال وقرّب أدنه من تمّي حتى يسمع الجواب، وسألني: حضرتك متزوّج يمّا أرمل؟

قلت: "أنا والحمدلله إجريّي اربعة".

قال: اشكر ربّك واحمده، المرحوم جدّي كان يقول:

"المرة بالبيت رحمة .. ولو كانت فحمة".

MODULE 8 --- LESSONS 29-32

ACTIVITY A1 - Let us go camping together.

In this activity, students will name three or four places where they would like to go camping. The names of these places will be listed on the blackboard. Then the students form their own groups of two or three students who would like to go camping together. The various groups sit together to choose one of the listed places. Then they draw a plan regarding the time of departure, the place they will meet, the means of transportation, the things they need to take with them, who brings what, and so on. Then each group will be given time to report to the class about their plan.

ACTIVITY A2

Pair off and go through the dialogue in Frame Two of Lesson 29 for a time of six minutes. During this time change one of the exchanges in the dialogue as well as add another exchange at the end of the dialogue. Present your new versions of the dialogue.

ACTIVITY A3 شو عندك تحكيلنا عن هالمواضيع ؟

In this activity, each of you will talk on one or more of the following subjects.

١. اختباراتك المضحكة ، المسليّة ، الطريفة ، الغريبة بالنسبة للمهمّات الشخصية تبعولك لمّا دخلت الخدمة العسكريّة .

٢. طبعا انّه الجنود بيستعملوا المطرة للميّ لمّا بيروحوا عالتدريب او المخيّمات بتعرف شي حدا استعمل المطرة لشي غير الميّ وصار معه مشاكل . حكيلنا عنّه .

٣. اختباراتك بالنسبة لنوع الأكل اللي بيقدمولكن يّاه وقت التدريب بالمخيّمات وشو بتعمل لمّا ما بيعجبك الأكل .

٤. شو عندك اختبارات شخصيّة تانية من هالنوع ؟

ACTIVITY A4 - Interview and report.

In this activity, the class is divided into groups of three students. The students in each group are numbered one, two and three. Student #1 asks question #1 of the other two students in the group.

Student #2 asks question #2 of the other two students in his group. And the same with student #3. All students make notes of the answers they get in each case. The instructor will call upon the students to report their findings.

Questions to be asked:

1. You are going camping and you have two canteens. What would you put in each?

2. Your camping trip is going to be in Yosemite. What is your great expectation?

3. How would you amuse yourself on a camping trip?

ACTIVITY B1

Pair off and come up with a dialogue similar to that in Frame 1 of Lesson 30, where the subject will be a car, a motorcyle or an airplane, instead of the tank. You will have eight minutes to complete your work and be ready to present it to the class when the instructor calls upon you.

ACTIVITY B2 - Role playing.

Pair off and act out the situation below. Reenact the role.

a. 1. Inquire what kind of vehicle your friend has.

   2. Inquire what make it is, its model, its color, its weight, etc.

   3. Inquire about its fuel efficiency, its tank capacity, and the kind of fuel it uses.

b. In this case one student will act as a storekeeper and the other as a customer. The customer is the one who asks the questions and the storekeeper gives the answers.

   1. Inquire about a certain kind of shirt and its price. Give the size you need and the color you prefer. Order any number of them.

   2. Inquire about shoes and socks and order some.

   3. Inquire about towels, order some and ask for the bill.

ACTIVITY B4 - Tell a friend.

In this activity, the students sit in pairs. Each student in a pair will tell his friend one of the suggested tales in a time of three minutes. The friend takes notes and will relate the tale to the class when called upon to do so.

١. حادثة مرعبة (مخيفة) صارت معك .

٢. اشتريت شي ما عجبك ولمّا حاولت تردّه للبيّاع ما كان يقبل يسترجعه ، شو عملت .

٣. حكيلنا عن شي مطلوب منك بالخدمة العسكريّة وانت ما بتحّب تعمله لأسباب خاصّة .

٤. حكيلنا عن يوم كان كتير صعب بحياتك .

٥. حكيلنا عن يوم كان كتير حلو بحياتك .

ACTIVITY C1

In this activity, the dialogue in Frame 2 of Lesson 31 is read once in the class. The students then sit in pairs and take six minutes to come up with an additional exchange to the dialogue. Each pair will be given time to present its work to the class.

ACTIVITY C2

In this activity, the instructor will read the following paragraph while the students listen. The new words are picked out and translated. Then each student will prepare a series of questions based on the paragraph. Then students will be called upon to address some of their questions to one another.

بينما كانت واحدة من طياراتنا الاستطلاعية عم بتقوم بمهمّة فوق منطقة الحدود على جهة ارض العدو اصابها صاروخ موجّه وسبّب سقوطها بمنطقة جبليّة . طيارها استعمل الشفرة وتّصل بالقاعدة وحدّد مكانه قبل ما يهبط بالمظلّة . وبعد حوالي ساعة اجت طيارة هليكوبتر تابعة لفرقة البحث والانقاذ والتقطت الطيّار ورجعت سالمة رغم تعرّضها لنار مدفعية العدو .

ACTIVITY C3

In this activity, each student will imagine that he was the pilot of the plane involved in the incident of Activity C2. Then he will be given time to relate one of the three specific parts (a, b or c)of the incident. Students may have to answer a few questions after they relate their part.

Parts to be related:

a. Tell us how the incident happened until the time you landed with the parachute.

b. Tell us what you did after you landed with the parachute in order to facilitate being rescued.

c. Tell us how you were picked up and what happened on the way back to the base.

ACTIVITY C4

In this activity, students will take turns talking about one of the two listed subjects as recommended in each case.

a. At a certain time you were on a helicopter for a fun trip or a special mission. Talk about your experience for a minute or two and be ready to answer a few questions.

b. Take a few minutes to tell us how these fit into your budget.

Vacationing and traveling.

Eating out.

Entertaining.

Hobbies. هوايات

ACTIVITY D1

In this activity, students will name some of the American fleets or other fleets they know. These names will be listed on the blackboard. Then students pair off and take seven minutes to prepare a dialogue of three or four exchanges about one of the listed fleets. Then each pair will be given time to go through their dialogue in front of the class. In preparing their dialogues students may deliberately give wrong information. Their classmates should listen carefully and make notes of any such information but say nothing about it until Activity D2.

ACTIVITY D2

In this activity, students will take turns challenging some of the information they heard in Activity D1. The sources of the information will respond to the challenge in any way they think is appropriate. Also, those who deliberately gave the wrong information in their dialogue that went unchallenged will take turns talking about the wrong information they gave and correct it.

ACTIVITY D3 - Guessing game.

In this activity, the teacher will ask one of the students to think about something he has done or would like to do, as suggested in the six items below; the rest of the class will try to guess what it is.

1. Jamil, you would like to go on a cruise on a famous ship. Don't tell us which ship and where you want to go; we will guess.

2. Samira, you know how often you go to the movies. Don't tell us; we will guess.

3. Faris, you know what is the worst experience you have had with your vehicle. Don't tell us; we will guess.

4. Hasan, you know when you plan to retire, and what you are going to do when you retire. Don't tell us; we will guess.

5. Farida, you know which queen you would like to be if you were a queen. Don't tell us; we will guess.

6. Nadim, you know what the one thing is you will be sure to take with you when you go camping. Don't tell us; we will guess.

ACTIVITY D4

In this activity, students will participate in a discussion of the following 4 subjects.

١. المجنّد الجديد عم بيصير معه مشاكل لأنّه ما بيعرف شو لازم يعمل . شو هي بعض هالمشاكل وكيف بتقدر تساعده اذا طلب مساعدتك .

٢. واجب الجندي الأوّل هو الدفاع عن بلده . بس في مرّات الجنود بيكونوا مدعيّين باسم الحريّة والشرعيّة حتى يدافعوا عن بلد غير بلدهن . ناقش هالموضوع .

٣. شو حلّت الحروب من مشاكل العالم وشو عملت من ويلات ؟ وشو عملت مشاكل جديدة ؟

٤. على حد قول الفيلسوف افلاطون انّه ما بزمانه كان فيه حرب منيحة ولا سلام ردي (عاطل) .

ACTIVITY E1

In this activity, students will be called upon to relate their experience, or talk about one or more of the following subjects:

1. Going back to Frame One Lesson 29, relate your first experience with supply.

2. You are stationed at Ft. Stewart, Georgia. Your platoon sergeant tells you that you are going to the field for five days. What would you pack in your duffle bag?

3. Have you ever driven a tank or been transported by tank or APC? Relate your experience.

4. Have you ever participated in a field problem? What was it like?

5. Going back to Frame 1, Lesson 31, do you think that Major General Hamdan should be relieved of his duties as a force commander? Why?

6. What is the function of the United States Coast Guard?

7. What is your opinion of the strength of the United States Navy?

ACTIVITY E2

In this activity, the students will name two or more persons who are considered geniuses in the fields of music, fine arts, math and science. The names of these people will be listed on the blackboard.

العباقرة في حقل الموسيقى ———

العباقرة في حقل الفنون الجميلة ———

العباقرة في حقل العلوم والرياضيات ———

Then the class is divided into three groups: Those who excel in music, those who excel in the fine arts, those who excel in math and science.

Members of each group will sit together to talk about the geniuses named in their catagory for five to six minutes. At the end of the assigned time, a member of each group will report about one of the geniuses in their category.

قلّه: مين علمّك هالذوق ؟ قلّه : هاللي معلّق فوق .

يحكى أنه الاسد والديب و الثعلب راحوا على الصيد . فتصيّدوا غزال وأرنب وفار . ولمّا إجوا حتى يتقاسموا غلّة الصيد ، الأسد طلب من الديب حتى يعطيه رأيه كيف لازم يقسموا الغلّة . و الديب قلّه : ياسيدنا الاسد ، يطوّل عمرك : إنت إلك الغزال و أنا إلي الأرنب و الثعلب إله الفار .
و الاسد إغتاظ من هالرأي وصفع الديب صفعة فطيعة علي بالجوّ وعلّق بشجرة عالية كانت فوقهن . و الأسد التفت للثعلب وقلّه انت هلّق عطي رأيك بالقسمة . و الثعلب قلّه : ياسيدنا الأسد ملك الغابة اللي تدين الك وتخضعلك كل الوحوش ، الله يطوّل عمرك ويديمك النا سند ، الفار بيكون لترويقتك و الأرنب لغداك و الغزال لعشاك . والاسد كيّف بهالرأي وقلّه : مين علمّك كلّ هالذوق ؟ و الثعلب دلّه على الديب وقلّه : هاللي معلّق فوق .

ACTIVITY E3 - What special talent do you have?

In this activity, the students are grouped in pairs. Each pair sits together and asks each other what kind of talent or talents they think they have. Then each person will report on the talent of his partner to the class.

Example:

سميرة : شو عندك مواهب يا جميل ؟

جميل : بالحقيقة مش عارف اذا عندي شي مواهب بقدر احكي عنها . بس عندي ميل للموسيقى .

سميرة : بتعرف تلعب على شي آلة موسيقية ؟

جميل : ايوه بعرف اعزف شوي على القيثارة (الغيتار) .

سميرة : عظيم هيدا شي حلو .

جميل : ما كنت بتقولي هيك لو سمعتيني عم بعزف .

جميل : وانت شو مواهبك يا سميرة ؟

سميرة : يمكن موهبتي اني بحبّ اسمع للناس لمّا بدّهن يحكولي عن قضاياهن وباهتمّ بهالقضايا .

Then Samira and Jamil will report about each other's talents when called upon to do so.

ACTIVITY E4 - Debate.

The class is divided into two groups, A and B, who then sit in a debating position. Group A will take the negative side of the subject while group B takes the positive side.

Group A

١. نحنا منعتقد انّه التقدّم المستمرّ بعلم الفضاء الخارجي بما فيه المراكب والاجرام الفضائية رح يزيد من خطر الحروب المبيدة للبشريّة .

ادعم هالقول بالحجج والشواهد ، وناقش الموضوع .

Group B

٢. لأ بالعكس ، نحنا منعتقد انّه هالعلم رح يخلّي الناس يتفهموا خطر ابادة البشريّة اذا انفجرت حرب واستعملوا فيها الاسلحة الفضائية المتطورة . ولهالسبب لا بدّ من التوصّل لتفاهم عالمي على التخلّص من الحروب بصورة نهائيّة .

ادعم هالقول بالحجج والشواهد ، وناقش الموضوع .

MODULE 9 --- LESSONS 33-36

ACTIVITY A1

In this activity, students from different states will sit together in pairs. Then they will ask each other questions about their home state related to climate, area, topograghy and population changes for a time of five minutes. At the end of the assigned time each student will report to the class what he has found out from his partner.

ACTIVITY A2 - Interview.

In this activity, the class is divided into groups of four students who will assume the numbers 1, 2, 3 and 4. Student No. 1 will ask question No. 1 of the other three students in his group. Student No. 2 will ask question No. 2 of the other three students in his group, and so on. When everybody is done they will report about their findings.

1. What kind of climate do you prefer?

2. What is the best method to control the alarming increase in world population?

3. What is the coldest climate you have been exposed to? Where and when was that?

4. Which is more, the yearly increase in your income or in your expenses? If your expenses increase more rapidly than your income, how do you take care of that problem?

ACTIVITY A3 - Role playing.

In this activity, two students will play the roles of spokesmen from an American firm specializing in the import-export business. One of the two will represent the import sector while the other represents the export sector. The rest of the students will assume the roles of businessmen. The two spokesmen will talk for a while, then the businessmen will ask them questions to clarify some points or to solicit more information concerning prices, payment, shipment, delivery and so on.

ACTIVITY A4

In this activity, students will take turns talking about one of the following two subjects for a time of one or two minutes per student. Then they will answer a few questions, if there are any, from the class.

١• الحاصلات الزراعيّة بالولاية اللي انت ولدت وربيت فيها ، وشو بتصدّر وشو بتستورد من الحاصلات الزراعية ؟

٢. مشاريع السدود بالولاية اللي انت منها . واذا كانت هالسدود بتستعمل لمشاريع الريّ او لتوليد الكهربا او شي تاني .

ACTIVITY B1

موارد الثروة بأميركا

In this activity, students in the class will participate in a discussion of the above subject, "Resources of Wealth in USA," in an attempt to cover as many of the contributing factors as possible. Some of the factors that can be discussed are:

الثروة الزراعيّة والعوامل اللي بتأدّي لنجاحها .

الثروة المعدنيّة .

ثروة آبار النفط .

ثروة الفحم الحجري .

الثروة الصناعيّة .

ثروة العلم والمعرفة .

ثروة الابحاث العلميّة وخطر السرقات بهالحقل .

ACTIVITY B2

In this activity, students will take turns talking about the industry in their home states for about two minutes per student. Then each student will answer a few questions addressed to him from the class or the instructor.

ACTIVITY B3

In this activity, students will participate in a discussion on the given subject with emphasis on the six given factors plus any other factors they can think of.

عالج هالموضوع

تقدّم الصناعة والأقبال على شراء السلع بالسوق المحليّة والعالميّة بيتوقّف على عوامل عديدة منها .

١. تقدّم التكنولوجيا والمعرفة والابحاث العلميّة بالبلد .

٢. استعمال المعدّات الحديثة والمتطوّرة .

٣. ثقافة العمّال .

٤. اجور العمّال والضمان الصحّي .

٥. الحالة النفسيّة للعمّال وعلاقتهن بالشركات اللي بيعملوا فيها .

٦. النقابات العماليّة .

ACTIVITY B4 - Discussion.

In this activity, the following passage will be read in the class. New words will be translated. Then students will participate in a discussion of the issue raised in the passage.

من المعروف انّه كميّات النفط الموجودة بالعالم محدودة ولابدّ ما انّها تنتهي بالمستقبل القريب او البعيد . ومن المعروف كمان انّه كلّ الدول المتقدمّة عاملة حساب لهالشي وكلّها عم بتحاول انّها توجد مصادر تانية للوقود حتى تحلّ محلّ النفط بحالة نفاده، كما انها تخفّف من استعمال النفط بالوقت الحاضر .
شو هي بعض مصادر الوقود اللي عم بيحاولوا يستفيدوا منها والمصادر الممكن يستفيدوا منها ؟ وشو هي الصعوبات اللي عم بيواجهوها من ناحية استعمال المفاعلات الذريّة لتوليد الطاقة الكهربائيّة .

ACTIVITY C1 - Express your opinion.

In this activity, students will read the following statements. The student who reads the statement will take charge of the ensuing discussion.

١. شو رأيك بنظام مدّة رآسة الجمهورية باميركا بوضعه الحالي . لازم يبقي متل ما هو او لازم يتغيّر لشي تاني . واذا لازم يتغيّر. شو رح يكون النظام الجديد ؟

٢. فيه ناس بيقولوا انّه وجود الملك او الملكة بنظام الحكم بانكلترا إله حسنات كتيرة . شو رأيك بهالموضوع ؟

٣. فيه ناس بيقولوا انّه اذا بدّك تترشّح لمنصب لازم يكون عندك كفاءة للمنصب حتى تنتخب وفيه ناس بيقولوا انه الكفاءات مش مهمّة بسّ المهمّ انّه يكون عندك مال كتير حتى تعمل دعاية مظبوطة . شو بتقول انت ؟

ACTIVITY C2 - Role playing.

In this activity, two students will play the roles of candidates for the position of mayor of this city. The two candidates are on a TV show to debate the issues of their platforms. Candidate No. 1's platform is conservative: planned commercial and residential development to limit rapid growth and retain the natural beauty of the area. Candidate No. 2 favors less controlled development to encourage tourism by building tourist facilities and a convention center and so on. One student will act as the moderator of the show. Of course he will introduce the two candidates at the beginning of the show. Other students in the class will listen to the debate and use open telephone lines to comment on the issues and ask questions to clarify points of interest.

ACTIVITY C3 - Debate.

In this activity, the class is divided into two groups that sit in a debating position facing each other. One group will represent the Democratic Party while the other represents the Republican Party.

The presidential election is coming up soon and the Republican party is in power. The economy is struggling, unemployment is relatively high, inflation is under control, the budget has been running up a higher deficit and there are differences of opinion on defense.

Debate these issues by attacking, defending and counterattacking from both sides. It is recommended that the head of the Democrats speak first. Then the head of the Republicans will respond for a while. After that anyone who wishes to speak will express his desire to do so by raising his hand. All students should make an effort to speak at least once.

ACTIVITY C4 - Role playing.

Hold an election.

In this activity, the students will act as members of some committee which they will name. It is a special session to elect new officers. The officers to be elected are:

President

Secretary

Treasurer

The outgoing president will call the meeting to order. The secretary will take the roll and announce that there is a quorum; the quorum will conduct the election. Beginning with the position of president, nominations are made and seconded. Secret balloting is carried out. The count is made by the secretary. The result is announced. The winner is congratulated and so on and on.

ACTIVITY D1

In this activity, students will pair off and construct short dialogues based upon Frame I of Lesson 36, but instead of Syria they will talk about America. The time limit for constructing the dialogues should not exceed 10 minutes. At the end of the assigned time each pair will be called upon to recite their dialogue. Students will listen to each dialogue and take notes. At the and of the recitations, the students will use their notes to ask questions about each dialogue.

الموضوع : تاريخ اميركا القديم حتى عهد الاستقلال .

ACTIVITY D2

مين هني اعظم رؤسا اميركا

In this activity, the students will name the greatest American presidents. Their names will be listed on the blackboard. Then students will take turns speaking about these presidents and their contributions to the cause of democracy and progress of this country, or whatever the students think is appropriate to talk about. They may even mention some of their weaknesses, and they may agree or disagree with each other.

ACTIVITY D3 - Discussion.

ناقش هالمواضيع

In this activity, the following two subjects are introduced by two students. Then all students will participate in the discussion of each subject. The student who introduces the subject in each case will be in charge of conducting the discussion.

الموضوع الأول : اذا كل دولة وكل شركة وكل مؤسّسة وكل جمعيّة بيلزمها رئيس حتى ييسّر امورها . لكان البيت ما بيلزمه رئيس كمان ؟ واذا بيلزمه رئيس مين رح يكون الرئيس ؟ الرجّال ولّا المرة ؟ ووقت اللي واحد منهن بيصير رئيس معقول تتغير الرآسة او بتبقى مدا الحياة او مدا الزواج ؟ حكي عن هالموضوع بطريقة طريفة وفيها نكتة .

الموضوع التاني : كيف ساهمت اميركا ووين ساهمت بنشر الحريّة والديمقراطيّة والعدالة الاجتماعيّة ؟ ووين نجحت ووين اخفقت لمّا حاولت تساهم ؟ وبحالة الأخفاق شو كان سبب او اسباب الاخفاق ؟

ACTIVITY E1 - Interview.

In this activity, the class is divided into groups of four students. Students in each group will be numbered 1, 2, 3 and 4. Student No. 1 will ask question No. 1 of the other three students in his group. Student No. 2 will ask question No. 2 of all students in his group and so on. When everybody is done they will report their findings to the class.

1. How many times have you participated in the presidential elections? When were those elections held? Did the candidates you voted for win or lose?

2. Have you personally met anyone who was running for a high political position? What was the position? When and where did you meet him?

3. Which city do you think has deep roots in American history and culture? Why?

4. How would it be possible for our president to solve most of the problems that face this country? Is that asking too much of a president?

ACTIVITY E2

Express your opinion about the following 2 subjects.

١. فيه ناس بيقولوا انّه بالأضافة للحزبين السياسيّين الموجودين حاليا بهالبلد لازم يصير فيه حزب تالت . شو رأيك بهالموضوع ؟ وشو اللي خلّى الناس تفكّر بالحاجة لوجود حزب تالت ؟

٢. تحدّث عن مشاكل التلوّث من جهة تلوّث الميّ ، تلوّث الجوّ ، تلوّث الطعام ، تلوّث البحار ، تلوّث التراب .... الخ .

شو هي اسباب هالمشاكل ؟ وشو طريقة معالجتها ؟

ACTIVITY E3

In this activity, the following 10 headlines will be written on separate pieces of paper. These papers are folded and placed in a hat. Students will take turns drawing papers from the hat. As soon as a student draws a paper he unfolds it, reads the headline and talks about the subject for no more than two minutes. Then he will answer a few questions from the students or the instructor. Then another student will draw the next paper and so on.

١. ٤ تموّز سنة ١٧٧٦ .

٢. السنة الهجرية (سنة ٦٢٢ ميلادية)

٠٣ كولمبوس ٠

٠٤ الوحدة اللي صارت بين سوريا ومصر ٠

٠٥ الضغوط السياسية اللي قايمة بين الدول ٠

٠٦ مدينة او دولة كانت عريقة بالحضارة بالتاريخ ٠

٠٧ حاصلات القمح باميركا ٠

٠٨ سبب نجاح الزراعة باميركا ٠

٠٩ الولايات الاميركية الغنية بالمناجم ٠ نوع هالمناجم وتاريخها ٠

٠١٠ عمّال المناجم واحوالهن بالوقت الحاضر وكيف كانت احوالهن بالماضي ٠

ACTIVITY E4 - Tell us about it.

In this activity, students will take turns speaking to the class about any one of the following subjects. These students will answer questions from their classmates or the instructor.

٠١ فيه شي مرّة رحت على مخيّم وكان الطقس عاطل ٠ حكيلنا عن هالرحلة والطقس ٠
(شتي كتير ، تلج ، عواصف ، رياح باردة ، شوب ٠٠٠٠٠ الخ)

٠٢ فيه شي مرّة رحت لمحلّ ما وقّفت سيّارتك وما لقيتها ٠ حكيلنا عن هالحالة وشو صار ٠

٠٣ فيه شي مرّة سقت جرّار ٠ حكيلنا عن هالتجربة ٠

٠٤ فيه شي مرّة اشتغلت بالصناعة ٠ حكيلنا عن هالتجربة ٠

٠٥ بتعرف شي ناس بيعملوا صابون ببيوتهن ٠ حكيلنا عنهن وعن صناعتهن ٠

حسب نوايكم ترزقون

واحد من مشاهير المحامين القدامى بالشام روى هالقصة بعد ما تقاعد من مهنة المحاماة فقال: "مرّة بالزمان طلب مني واحد من الزعما بالمنطقة اني أتولى الدفاع عن جماعة متهومين بأعمال الشقاوة بعهد الانتداب الفرنساوي على سوريا ولبنان، لقاء بدل أتعاب بقيمة ألف ليرة منها أربع مية ليرة «معجّل» وست مية ليرة «مؤجّل».

فقبض على المبلغ المعجّل ولاحق القضيّة حتى برّأ الجماعة من التهم الموجّهة إلهن.

ولمّا طالبهن بباقي المبلغ، قالوا أنه ما معهن المبلغ بالوقت الحاضر بس حلفوا "بشرفهن" و"وجدانهن" بانّهن رح يدفعوا باقي المبلغ خلال إسبوعين "اذا وفّقهن الله".

وبآخر الاسبوع كان المحامي رايح على بيروت لقضاء يوم السبت والحدّ بزيارة أصحابه وقرايبينه. ولمّا وصلت سيارة التكسي اللي كان فيها لوادي الحرير، إستوقفتها عصابة كانت عم بتقطع الطريق.

وراح واحد من رجال العصابة الملثّمين يفتّش جيوب الناس وياخذ فلوسهن. ولمّا وصل للمحامي قرّب صوبه منيح وقلّه بصوت واطي:

"ما تآخذنا، ياسيدنا، بدنا نذبّرلك المبلغ، حتى تعرف انك كنت عم بتتعاطى مع ناس أشراف".

ويوم التنين إجى واحد مِن أُفراد العصابة لعند المحامي ودفعله المبلغ وقلّه "الله عطانا حسب نوايانا".

MODULE 10 --- LESSONS 37-40

ACTIVITY A1

In this activity, the students will sit in pairs. Each pair will take Frame One of Lesson 27 and change it to talk about religion in America instead of Syria. The time limit to perform this change should not exceed 10 minutes. At the end of this time the students will be called upon to recite their version of the dialogue.

ACTIVITY A2 - Express your opinion about this subject.

عبّر عن رأيك بهالموضوع

In this activity, one of the students will introduce the following subject to be discussed in the class. The same student will preside over the discussion in giving turns to students who wish to express their opinions.

بما يتعلّق بموضوع منع الصلاة بالمدارس الحكوميّة بهالبلد ، قال الرئيس رونلد ريجون سنة ١٩٨٣ " يؤلمني بأن الله قد طرد من مدارسنا " شو رأيك بهالموضوع وقول الرئيس ريجون ؟ وشو هو الانعكاس الايجابي لقول الرئيس بهالخصوص على اصول الديمقراطيّة والتعبير عن الرئي وحقوق الانسان بهالبلد ؟

ACTIVITY A3

In this activity, students will address the following questions to each other. Be as tactful as possible when answering the questions.

١. بتسمح تقلّنا اذا عندك شي من الايمان ؟ وشو هو هالايمان ؟

٢. اذا شي مرّة شعرت انّك بحاجة تتحدّث مع الله كيف بتتحدّث معه ؟

٣. مين من الشباب والصبايا بهالصف بيسمح يقلّنا اذا كان تعمّد وايمتى وبأيّا كنيسة تعمّد ؟

٤. اذا عندك ولاد ، بتبعتهن على مدرسة الأحد ولو ماكانت انت بتروح عالكنيسة ولّا شو ؟

٥. شو تأثير رجال الدين على تثبيت الايمان بقلوب الناس ؟

٦. شو اهميّة زيارة رجال الدين للمرضى وصلواتهن لهالمرضى ؟

٧. تعديل بعض فقرات الدستور الامريكي هو من طلب الديمقراطيّة بهالبلد . برأيك فيه شي فقرة من الدستور بيلزمها تعديل بهالوقت ؟

٨. بتقدر تقلّنا شو الفرق بين التعبيرين :

- هيدا رجّال متديّن .
- هيدا رجّال متمَذهِب .

ACTIVITY A4

How would you say a short prayer about one of the following subjects? The prayer may be begun by saying:

اللهمّ نسألك ....

اللهمّ نطلب منك .....

نشكرك اللهمّ من اجل ... ونطلب منك .....

١. صلاة من اجل السلام في العالم .
٢. صلاة من اجل التفاهم بين الدول .
٣. صلاة من اجل المرضى .
٤. صلاة من اجل السجناء (المساجين)
٥. صلاة من اجل اليتامى والجياع .
٦. صلاة من اجل اللاجئين والمشرّدين .
٧. صلاة من اجل العاطلين عن العمل .
٨. صلاة من اجل طلاب واساتذة هالصف .

ACTIVITY B1 - Role playing.

In this activity the desks are arranged to form a dining table. The chairs are placed around the table. Two students will act as hosts while the rest of the students and the instructor will act as guests invited for dinner. The hostess tells the guests that she is happy to tell them that she has prepared four main Arabic dishes and two desserts. She proceeds to tell them what they are. Then she and her husband will go around the table pretending to be carrying one of the main dishes and ask the guests what they would like to begin with. Then they will insist that their guests try this dish and that dish and the two kinds of dessert. When the meal is over the guests will compliment the hosts on their good cooking and their hospitality.

ACTIVITY B2 - What do you say? شو بتسمّيه ؟

In this activity, students will think of a dish which they will describe without naming it. Whoever starts the game will say. "I am thinking of an American (Arabic, or whatever) dish. Then he will procede to name the ingredients in the dish, one ingredient at a time. The rest of the students try to name the dish. They may start as soon as they hear the first ingredient. Whoever guesses the dish correctly will think of the next dish. The following is a simple example. You may make your dishes more challenging.

الطالب الأول : عم بفكّر بأكلة عربيّة طيّبة . هالأكلة فيها حامض الليمون .

احد الطلاب : تبّولة .

الطالب الأول : لأ ، مش تبّولة .

Then the first student proceeds.

كمان فيها طحينة .

طالب تاني : لازم تكون حمّص بطحينة .

الطالب الأول : مظبوط ، حمّص بطحينة .

ACTIVITY B3

In this activity, students will pair off. Each pair will produce a dialogue between an American and Syrian in line with the dialogue in Frame Two, Lesson 38 except that the Syrian will be asking the American about customs of marriage in America. The time limit for writing the dialogue should be 10 minutes. At the end of the assigned time, the instructor will call on the various pairs to recite their dialogues. The students will listen to the dialogue and make remarks or comment on each others dialogues. They may ask questions to clarify some aspects of the dialogue.

Activity B4 - Relating experiences.

In this activity, students will tell the class their experience in one of the following four situations. They will also answer questions about the particular situation from the class.

١. اذا كنت متزوج بتحب تحكيلنا عن زواجك . كيف ووين تعرّفت على زوجتك ، كيف اتّفقتوا على الزواج .... الخ

٢• حكيلنا عن حفلة زواج حضرتها او شفتها على التلفزيون وعجبتك •

٣• ممكن واحدة من السيدات تحكيلنا شو كان رأي اهلها لمّا تزوجت •

٤• ممكن واحدة من السيدات بتحب تحكي عن علاقتها مع حماتها •

Note: Several students may speak about the same aubject especially the first.

ACTIVITY C1 - Express your opinion. عبّر عن رأيك

In this activity, students will participate in an open discussion on one of the following two topics. In each case a student will be asked to introduce the topic and preside over the discussion.

١• مصير واحوال المسنّسن بهالبلد على جميع المستويات . وشو فيه تطوّرات بمجال الاعتنا بالمسنّين ؟ وشو هي النواحي الي بيلزمها تحسين ؟

٢• برأيك شو هي العيلة النموذجيّة "typical family" بهالبلد ؟ وشو التغيّير اللي حصل بالنسبة لهالعيلة بمدّة ال ٢٥ سنة الماضية ؟

ACTIVITY C2 - Tell us about it. قلّنا شو عندك

In this activity, the following subjects will be introduced by the instructor or a student. Then students will talk about each one of them and answer some questions from fellow students or the instructor.

١• شو كانت انطباعاتك لمّا اوّل مرّة زرت جدّك او ستّك (جدّتك) أو أحد أقاربك اللي ساكنين بواحد من البيوت المعدّة للمسنّين ؟

٢• بالنسبة للشباب والصبايا اللي دخلهن ودخل اهلهن محدود ، كيف بيقدروا يتغلّبوا على مشكلة الكلفة العالية للتعليم الجامعي بهالبلد ؟ وشو تأثير هالقضّية على مستقبل الشباب والصبايا ؟ وكيف ممكن معالجة هالقضّية على صعيد الولاية والدولة ؟

Note: Several students may talk about the same subject.

ACTIVITY C3

Students will pair off and tell each other an anecdote about a grandparent or any other relative. Then the students who hear the anecdote will relate it to the class. The one who told the anecdote will make any corrections that are needed.

Example:

انا بتذّكر انّها ستّي امّ امّي كانت كتير تحبّنا لمّا كنّا زغار وما كانت توّبخنا ابدا حتى لمّا بسبب حشريّتنا وحماقتنا خرّبنالها الساعة اللي جابها جدّي معه لمّا رجع من الغربة ببلاد اميركا اللاتينيّة . وكنّا نفرح كتير لمّا كانت امّي تبعتنا لعندها وهي كانت تفرح فينا رغم شقاوتنا .

ACTIVITY C4 - We'll guess. نحنا منحزر

In the activity below, students will take turns addressing the following requests to each other. Then everybody will participate in the guessing part of the activity. Every time a guess is made, immediate feedback is given by the source of information.

1. Farid, tell us who of your immediate relatives you are in touch with. Don't tell us which of these people you send to gifts on the occasions of their birthdays, we will guess.

2. Samira, you probally anticipate that someone may leave something for you in his will (وصيّة). Tell us who that person is, and we will guess what it is he is going to leave for you.

3. Jamil, if you have plans to go back to college, tell us which college you plan to go to. Don't tell us in which field you plan to specialize, we will guess.

4. Salim, you probably spent some time as a kid with one of your relatives. Tell us who that relative is, how old were you, and where the place was. We will guess some of the things you remember most from that experience.

ACTIVITY C5 - Role playing.

Two students will play the roles of husband and wife. The rest of the class will listen to the role playing, take notes and comment on the performance at the end of the act.

It is advisable that couples who wish to play the role come prepared for it. More than one couple may play the role.

المرة طلبت من زوجها انّه يروح على المحلّ حتى يتبضّع بعض الحاجيّات اللازمتهن بالمطبخ لمّا بيكون راجع على البيت من شغله . وهو قلّها انّه ما فيه مانع عنده ابدا بس لازم تعملّه قائمة بالاشيا اللي بتعوزها لأن متل ما هي بتعرف هو بينسي شوي . وهيك الزوجة كتبتله قائمة منظّمة تمام وقالتله " اوعى تنساها هالمرّة متل ما نسيت اللي قبلها" . وهّو طمّنها انه ماراح ينسى . وحطّ القائمة بجيبته وراح عالمكتب.
وهو راجع المسا تذكّر انّه يحوّل عالمحل حتى يشترى البضاعة وسحب القائمة من واحدة من جيابه واشترى كل الاشيا اللي فيها • ولمّا وصل عالبيت سلّم على مرته بفرح وهو حامل كياس ملاينة بضاعة • ومرته فرحت كتير لأنه ما نسي هالمرّة • بس لمّا بلّشت تشيل البضاعة من الكياس لقيت انّه هالبضاعة هي غير اللي طلبتها • ولمّا قالت لزوجها عن هالشي تعجّب تمام وناولها القائمة اللي زوّدته فيها واشترى الغراض بموجبها • ولمّا مرتُه تطلّعت بهالقائمة لقيت ان هيدي القائمة القديمة اللي نسيها اسبوع اللي فات •

ACTIVITY D1

In this activity, students will work in pairs to reproduce Frame Two of Lesson 20. In this case, the Syrian will be asking the American about the income and expenses of a typical middle-class family. The time allowed to prepare the dialogue should not exceed 10 minutes. Then students will take turns reciting their dialogues. At the end of each performance, students will comment on each other's production and performance.

ACTIVITY D2

In this activity, students will talk about the following subjects. After talking for one or two minutes the student will give time for a few questions.

١. بتسمح تحكيلنا عن البيت والعيلة اللي ربيت فيهن ؟

٢. لو عندك مال كتير شو كنت بتعمل ووين بتسكن ؟

٣. شفت اعلان بالجريدة عن بيت للبيع عم بتفكّر تشتريه • حكيلنا عنّه •

٤. شفت اعلان بالجريدة عن شقّة للأجار حبّيت تسأجرها . حكيلنا عنها وقلّنا شو عملت وشو صار ؟

٥. رحت على كراج سايل . قلّنا شو شفت وشو شتريت وقدّيش دفعت ؟

٦. شفت اعلان بالجريدة عن شي للبيع واشتريته . قلّنا ايمتى شفت هالأعلان وبايّا جريدة كان وكيف اتصلت بالشخص اللي حطّ الاعلان ، وكيف تمّت الصفقة (deal) ؟

Note: Several students may talk about the same subject.

ACTIVITY D3 - Share your opinion. شارك بالرأي

In this activity, the following questions will be voiced by students. Other students in the class will attempt to give their opinions in any way they like. The person who voices the question will preside over the discussion in each case.

١. بالنسبة لمساعدة الفقرا بهالبلد ، وين بتبتدي ووين بتنتهي واجبات الدولة ؟

٢. بالنسبة لغلاء البيوت ولأجارات اللي عم بتشكّل نوع من الأزمة السكنيّة شو هي بعض الحلول المعقولة للتخفيف من حدّة هالأزمة ؟

٣. فيه اقتراح بأنّه عيلتين يشتريوا بيت واحد ويسكنوا سوا . شو بتعرف عن هالقضيّة وشو رأيك فيها ؟

• *قارن وفارق بين كلفة المعيشة بهالمنطقة والمنطقة اللي انت ربيت فيها .

* قارن وفارق means "compare and contrast."

ACTIVITY D4

In this activity, students will address the following questions to each other.

1. What kind of problems come up in the apartment or the house where you live? How do you handle them?

2. What are some of the things you like about the place where you live?

3. What are some of the things you don't like about the place where you live?

4. What is the difference between inheriting a property or getting it through a trust will as far as federal, state taxes and other legal aspects are concerned?

5. If you are determined to get a college degree and your parents cannot pay for it, how would it be possible to do so?

6. What do you think of the situation in which teenagers move out from their parents homes and live on their own?

ACTIVITY E1 - Role playing.

In this activity, students will play the following roles.

1. One student has a good quality watch he wants to sell. Another student is interested in buying it. They will do their best to strike a deal.

2. One student is about to graduate from the department. Another student is a newcomer who is anxious to do well. The newcomer is asking for advice from the oldtimer.

3. The end of your service commitment is coming up. You are not sure you want to reenlist. Talk to a member of your family about this subject.

4. A student who is new in the area is having a car problem. He is talking about the problem to another student and is asking for a good, reasonable mechanic.

ACTIVITY E2 - What would you do in each of the following situations?

In this activity, students will ask the following questions. Whoever voices a question will have a chance to answer it himself after other students in the class have done so.

١. اذا بساعة متأخرة من الليل سمعت صوت مرة عم بتستغيث بالشارع القريب من بيتك ، شو بتعمل ؟

٢. فيه حالة طارئة وانت بحاجة لمبلغ ٥٠٠ دولار حتى تروح لعند اهلك . وحسابك بالبنك ما فيه هالمبلغ هلّق .بس رح يكون فيه هالمبلغ بعد اسبوعين . شو بتعمل ؟

٣. شرطي السير وقّفك بالشارع وقال انّك انت ما وقفت كليا على اشارة الوقف . بس انت بتفتكر انّك وقفت كفاية . على كل حال الشرطي نظّم بحقّك ضبط مخالفة . شو بتعمل ؟

٤. واحد من ولادك الزغار كتير بيخاف من كلب الجيران اللي بيكون عادة قدام بيت الجيران ومرّات بيجي قدام بيتك . شو بتعمل ؟

٥. رجعت لمحلّ ما وقّفت سيّارتك ولقيت انّك قفلتها والمفاتيح بعدهن فيها . شو بتعمل ؟

٦. انت بتعرف انّه واحد من اصحابك باوقات عديدة بيسوق سيّارته لمّا بيكون شارب شوي بزيادة . هالقضيّة شاغلتلك بالك . شو بتعمل ؟

ACTIVITY E3 - Plan a farewell party.

Agree on the date and place.

Agree on the sum of money each should pay.

The food and drink you want to serve.

The guests.

Agree on an invitation format.

ACTIVITY E4

The party is coming to an end. Everyone should say a word of farewell. Everybody will start his word with the opening statement:

وداعا ايها الرفاق ....

او

وداعا يا رفاقي ...

MODULE 11 --- LESSONS 41-44

ACTIVITY A1

In this activity, students will pair off and take an Arabic newspaper. Then they will turn to the page of classified ads, الاعلانات المبوّبة. They will read the ads of apartments for rent and apartments for sale. They will talk about some of the available places and come to an agreement for one of them to rent an apartment and the other to buy an apartment.

ACTIVITY A2

In this activity, each student will be given a few minutes to talk about the place he decided to buy or rent in activity A1. Then he will describe the place as best he can. At the end he will volunteer to answer questions from the class.

ACTIVITY A3

بهالوقت يمكن صار عندكن فكرة عن شي جريدة عربيّة بتقروها . عطوا رأيكن بهالجريدة

وناقشوا وجهات النظر اللي بتشفوا انّه فيه مجال للبحث فيها .

ACTIVITY A4 - Reporting.

In this activity, each student will read something in the newspaper. Then he will report about it in SD making it clear where he obtained the information. The information may be challenged by other students in the class or the instructor.

ACTIVITY A5 - Interviewing and reporting.

In this activity, two students will go around the class asking each student in a low voice شو فيه عندك اخبار اليوم . They will make notes of the items they get. Each student will give one news item, which may be the same item or a different item, to each A and B. When A and B are done with their interview each will be given time to report to the class, under the headline جريدة اخبار اليوم . He will report the news items he heard from each student and mention the student's name. The students have the option to correct any misreporting.

المحروس بدّه عروس

بيقولوا انّه اللبنانيين هني اللي ابتدعوا أكل لفّة اللبنة بزيت. وكانوا يلفّوها بخبز الصاج لولادهن ترويقة. وبعدين صاروا يسمّوها "عروس بلبنة".

وعلى ذمّة حرمة من مرجعيون مولعة بجمع الحكايات الظريفة رويت قصّة العروس بلبنة قالت:

كان فيه رجّال ومرة عندهن ولد وحيد اسمه فارس صار عمره ١٢ سنه. وفيه ليلة أم فارس ما قدرت تنام وصارت تفكّر بمستقبل وحيدها وقالت: يقبرني فارس صار شبّ، يخزي العين عنّه، وصار لازم بلّش دبّر له عروس تليق فيه.

وبديت ام فارس تستعرض بنات الضيعة واحدة واحدة بركي بتلاقي واحدة فيهن تليق بفارس. وكلّ ما كانت تضيق فيها الحلقة كانت تلكش أبو فارس وتقلّه: بوفارس شو قولك بجارتنا وديعة؟ وكانت تجاوب حالها بحالها: بس يا حيف اخوتها شي تكلك شي تبعا.

ولبعد شوي ترجع تلكش بوفارس من جديد وتقلّه:

- بوفارس، أوعى تكون عم بتفكّر ببنت اختك فريدة... المثل بيقول بعاد عن الشرّ وغنّيله.

- بوفارس، ليش ساكت؟ دير بالك ما تكون عم بتفكّر ببنت خيّك جميل... شوف، شوف، أنا مش مجبورة حطّ هالقملة بدقني.

وكملت ام فارس جولتها ببنات الضيعة وكانت تلاقي بكل واحدة أكثر من علّة وماشافت ولا واحدة فيهن خرج إبنها. وطلع الصبح وهي ما غمضلها عين. وقامت من فرشتها وقالت بصوت عالي: معلوم، معلوم بدهن يجوّزوا بناتهن، أنا مش مجبورة نفّق بنات الناس، بكسر الجرّة وبجيبها من برّه، واللي بدّه يصير يصير.

ساعتها فاق فارس من النوم وطلب من أمّه حتى تلفلّه رغيف بلبنة.

وبو فارس تنفّس الصعداء وقلّها: لك يا أم فارس كبّري عقلك، حساب الحقلة شي وحساب البيدر شي ثاني، كل الليل ما نمتي ولا خلّيتيني نام و إنت تفتّشي للصبي على عروس و العروس بدّه عروس بلبنة.

ACTIVITY B1 - قلّنا شو سمعت اخبار من الراديو او التلفزيون

In this activity, students will take turns telling the class what news items they have heard and quote the sources of the news items. The authenticity of the news items may be challenged by any classmate.

ACTIVITY B2 - Discussion. شو بيتعلّم الولاد من التلفزيون

In this activity, the students will participate in a discussion concerning "what kids, in general, learn from television." The students will list the positive aspects as well the negative aspects involved. Then they will express their opinions concerning each aspect. They may or may not come to a final conclusion.

ACTIVITY B3 - خبّرنا عن البرامج التلفزيونيّة المفضّلة

In this activity, students will take turns telling the class which TV programs they prefer to watch and when they come on the air, on which channels and who presents them. Each student will answer a few questions about the programs he talks about.

ACTIVITY B4 - شو عندك حلول لهالمشكلة

حسن وجميلة الهن خمس سنين متجوّزين وتنينهن موظّفين . ولمّا كانوا مستأجرين شقّة حسن تعوّد انّه يشوف البرامج الرياضيّة على التلفزيون وكان ماشي الحال . بسّ هلّق اشتريو بيت وصار فيه شغل بالبيت وحول البيت وحسن بعده بيشوف نفس البرامج اللي كان يشوفها من قبل وعم بيأجّل الشغل بالبيت وحول البيت . وجميلة بتحبّ انّه حسن يكون مرتاح ومبسوط بس مين بدّه يعمل هالشغل ؟ وهي ما بتقدر تعمله وامكانياتهن الماديّة مش كل هالقد حتى يستأجروا مين يعمل هالشغل .

ناقش هالمشكلة وبيّن اسبابها الظاهرة والخفيّة . واقترح الها حلول .

ACTIVITY B5 - Role playing.

Following the discussion in the previous activity, the students will volunteer to play the role of Jamila and Hasan with Jamila addressing the issue to Hasan according to the suggested approach. The rest of the students will comment on the performance when it is over.

ACTIVITY C1 - خلّينا نغنّي سوا

* ليلة عيد *

١. ليلة عيد ليلة عيد　　الليلة ليلة عيد

زينة وناس وصوت جراس　　عم بترنّ بعيد

ليلة عيد ليلة عيد　　الليلة ليلة عيد

The above has the same tune as "Jingle Bells."

* يمّ العباية *

٢. يمّ (ياامّ) العباية　　حلوة عباتك

يا سمرا هوايا　　زينة بصفاتك

زينة بصفاتك

هلا ومية هلا　　يا ريم الفلا

والقلب انسلى　　بلحظ عويناتك

بلحظ عويناتك

يمّ العباية (عباية)　　حلوة عباتك

ياسمرا هوايا　　زينة بصفاتك

زينة بصفاتك ....

٣. * ياست قدّيش الساعة *

ياستّ قدّيش الساعة　　قولي لي قدّيش الساعة

لو حامل ساعة ما سألتك　　وحياتك مش حامل ساعة

يا ستّ يا ستّ قدّيش الساعة

هالساعة بايدك ما احلاها　　بيتكتك قلبي معاها

والكلمة اللي سألتك اياها　　مليانة لطف ووداعة

يا ستّ يا ستّ يا ستّ قدّيش الساعة

مش قصدي عرقل خطواتك	ولا اعرف يوم ملاقاتك
فيه عندي موعد وحياتك	والموعد لازم يتراعى

يا ستّ يا ستّ قدّيش الساعة

* سمرا يمّ عيون وساع *

٤.	سمرا يمّ عيون وساع	والتنّورة النيليّة
	المطرح ضيّق ما بيساع	رح حطّك بعينيّ
	ياعيني ع هالعينين	ال ع (اللي ع) دنية ورد انفتحوا
	كيف ما التفتوا عالميلين	قلوب قلوب بيندبحوا

* عبده حابب غندورة *

٥.	عبده جايب غندورة	وغيرا ما بدّه
	وهي غندورة مأفورة	علقانة بعبده
	مرّة طلبت منّه	قدّام الاصحاب
	انّه يظهر فنّه	وعبده سبع الغاب
	فزّ بقوة عالبستان	وصار يتعمشق بالاغصان
	قبعّ زرعات الجيران	ب قوّة زنده

ACTIVITY C2 - A biography a of well-known singer — سيرة حياة مغني معروف .

In this activity, the students decide to write the biography of a well-known singer of their own choice in a joint effort. For this purpose one student will state the first sentence. Then a second student will state the second sentence and so on until the biography is complete. The instructor or a student will make notes of the biography which will be read at the conclusion of the effort. Then students are given a chance to make corrections in the biography.

ACTIVITY C3 - مين هـو .

1. In this activity a student will mention some of the writings of an established author. Then he will ask "Who is he?" The student who guesses right will take over and repeat the process until as many authors as possible have been covered.

Example:

كاتب قصّة روميو وجوليت مين هو ؟

طبعا شكسبير .

2. Repeat the same process for famous singers, both American and Arab.

ACTIVITY C4 - تعاون مع زملائك وحكولنا قصّة قصيرة .

In this activity, students will sit together in two groups and try to come up with a very short story. This story may be a summary, in Arabic, of a known short story, or it may be of their own writing. When they are ready one of them will tell it to the class. In case there are any questions about the story, any student in the group may answer the questions.

ACTIVITY D1 - تمثيلية بمشهد واحد .

In this activity, students will pair off and prepare a short play with one scene in a time of no more than 8 minutes. Then each pair will be given time to perform their play in the class. Then all students are given time to comment on the good aspect of each play in the terms of scenario and performance.

Suggested subjects:

١. انا وزوجتي والتلفزيون .

If there is no TV set in the class, use a radio or the tape recorder.

٢. ما في شي بالحال وماشي الحال .

We have very little (possessions) but we get along.

٣. بدّك تطوّل بالك يا اخي .

Be patient my friend (brother).

One fellow is doing something for another who gets impatient with him because he is taking too long. The second fellow expresses his impatience with the first who dosn't seem to mind and in his talk repeats the expression " بدّك تطوّل بالك يا اخي."

٤. ايّا موضوع بيخطر على بال الطلّاب .

ACTIVITY D2 - Guess which one it is.

In this activity, students will pair off and decide to perform a scene, in Arabic, of one of the known plays or classics without mentioning names. The rest of the students will watch the scene and try to guess the name of the play or classic. A second scene will be performed. In case the students

still don't guess right, the actors announce the name of the play or classic and they will be subjected to questioning about their performance.

ACTIVITY D3 - Tell me about it.

يمكن انت شفت شي مسرحيّة وبتحب تحكيلنا عنها من جهة القصّة والتمثيل والملابس والاضواء والاخراج . وكمان تقلّنا وين شفتها وايمتى شفتها ومين كان معك . وايا شي غير هيك بتحبّ تقوله . تفضّل بلّش . واذا حدا عنده ايّا اسئلة جرّب تجاوب عليها بعد ما تنتهي من حديثك .

ACTIVITY D4 - مين هو النجم السينمائي المفضّل عندك ؟

قلّنا مين هو او مين هي وبأيا افلام مثّل وشو الادوار اللي اخدها . وشو اللي بيعجبك اكتر شي بهالنجم . واذا حدا عنده اسئلة جرّب تجاوب عليها .

ACTIVITY D5 - Discussion - مناقشة .

فيه مين بيقول انه كل انسان هو ممثّل على مسرح الحياة ولابدّ ما انّه يمثّل ادوار عديدة ومختلفة منها الادوار الهزليّة المضحكة ومنها الجديّة البنّاءة ومنها المغامرة المخاطرة ومنها الحذرة المتحسّبة ومنها الطائشة الضالّة ومنها الحكيمة الواعية .
شو بتحب تضيف على هالقول او شو بتحب تنتقد منّه . واذا بتوافق على بعض نواحي هالقول ، خبّرنا عن آخر دور مثّلته لحدّ هلّق .

ACTIVITY E1 - عندك شي نكتة تحكيلنا ياها ؟

In this activity, students will try to tell a joke in Arabic. It could be an Arabic joke which they have heard or read in a paper or magazine; or a translation from English. In case someone does not understand the joke he may ask the student next to him to tell him what it was, but not the person who told the joke. If nobody understands the joke then the person who told it has to tell a different one.

ACTIVITY E2 - طلوب (اطلب) من زميلك انّه يقوم بعمل فنّي .

This activity will be started by a student who asks another student to perform an artistic act such as:

1. Singing.

2. Acting a part of a play with words.

3. Silent acting to be interpreted by classmates.

4. Folklore dance.

5. Drawing on the blackboard, and so on.

If the person who is asked to do something declines because he doesn't know how to do what is required, he will be given a chance to do something of his own choice.

The person who completes the required act will take over and make the next request, and so on until everybody has taken a turn in the activity.

ACTIVITY E3 - Reporting.

In this activity, students will report in SD about one of the following events.

١. مغنيّة مشهورة غنّت واعجبت الجمهور والجمهور صفّقلها كتير و ... و ...

٢. واحدة من المباريات الرياضيّة .

٣. اخبار العاب الاولمبياد .

٤. حفلة توزيع جوائز اوسكر للنجوم السينمائيين .

٥. حفلة انتخاب ملكة جمال العالم .

٦. حفلة زواج امير مملكة معروفة .

٧. حفلة تتويج وليّ عهد بمملكة معروفة .

ACTIVITY E4 - Role playing.

In this activity, students will take turns acting in pairs, carrying on a conversation in SD between two ham radio operators. One or both operators will speak in SD.

بالعربي الفصيح

بو منصور كان عنده مطعم سلّمه لابنه منصور ومرته حتى يديروه.

وفي يوم التقى بو منصور بأصحابه بو أمين وبو سالم. وبو أمين سأله كيف ماشي المطعم. وبو منصور قلّه: لمّا كان المطعم تحت إدارتي كان الدخل اليومي مية ليرة وهلّق صار عشرين ليرة شو خولك يا بو أمين، الناس بطّلوا يا كلوا؟

وبو أمين جاوبه: لأ، الناس ما بطّلوش ياكلوا، بسّ بالعربي الفصيح إبنك قلعوط ومرته مشبشلة، وكيف بدّهن يعرفوا يشيّروا؟

فقال بو سالم: اذا كان هالكلام "عربي فصيح" كيف بيكون "الحكي المشبرح"؟

وبو أمين قال أنه عبارة "بالعربي الفصيح" مش معناها أنه الكلام رح يكون باللغة الفصحى، ولكن معناها أنه اللي عم بيحكي رح يقول الحقيقة بدون مواربة. ولهالسبب الرجّال العامّي لمّا بيلاقي نفسه مضطّر يقول الحقيقة بدون زيادة أو نقصان بيقول: بالعربي الفصيح، الحقيقة هي هيك وهيك..

MODULE 12 --- LESSONS 45-48

ACTIVITY A1 اختباراتك الشخصيّة بمطار دولي

In this activity, students will take turns talking about a true or fictional personal experience at an international airport where customs officials and general security men are concerned. Then they will answer a few questions from the class.

ACTIVITY A2 محادثة

In this activity, students will participate in a general discussion about smuggling, security measures, and punitive measures to combat these operations. Some of the terms that may be used are:

عمليات التهريب

تهريب المخدّرات

تهريب الاسلحة

تهريب المعادن الثمينة والجواهر

تهريب العملة

المهرّبين الدوليّين

مكافحة التهريب

رجال الكمارك

رجال الامن العامّ

البوليس الدولي

قبضوا عليهن بالجرم المشهود

اعترافات المعتقلين

محاكمة المتهومين

جرّمتهن المحكمة

برّأتهن المحكمة

نوع العقوبات

عقوبات خفيفة بالنسبة للجريمة

عقوبات مشدّدة

A student will introduce the subject briefly and say what he thinks the situation is on the local and international level. Then he will open the floor for a general discussion of the subject and he will preside over the discussion.

ACTIVITY A3 اختباراتك الشخصيّة مع شرطة السير

In this activity, the students will take turns relating personal experiences with a traffic patrol officer. They will also answer a few questions addressed to them by their classmates and the instructor.

ACTIVITY A4 - Make a list.

In this activity, students will participate in making a list of the different matters which the police force handles. This list will be written on the blackboard in order to be used in activity A5.

ACTIVITY A5 محادثـة

موضوع المحادثة : قدرة رجال الأمن على المحافظة على النظام والأمن بهالبلد .

In this activity, the students will participate in a discussion about the performance of the police force in this country. They will indicate in which areas and why the performance of a certain group was or is successful. They will also indicate where the performance needs improvement and mention what can be done to improve it. Then they will mention what kind of support this force receives from the public as well as higher authorities.

ACTIVITY B1 - Role playing.

In this activity, the students will pair off and play the roles of a bank teller and customer. The customer asks about the checking account and savings account services and interest rates available at the bank. The teller answers the customers questions. Then the customer express interest in both a checking account and savings account and indicates the sum he wishes to deposit in each account. This will go on for about 10 minutes. During this time the customer and teller may reverse roles. At the end of the assigned time one of the pairs volunteers to present its performance to the class.

ACTIVITY B2 محادثـة

تحدّث عن هالموضوع

المصارف هي حاجة ملحّة للمجتمع .

١. شو هي الخدمات اللي يتقدّمها المصارف للمجتمع ؟

٢. شو هي نواحي القوّة بالمصارف ؟

٣. شو هي نواحي الضعف بالمصارف ؟

٤. شو اللي بيخلي البنك يزدهر ؟

٥. شو اللي بيخلي البنك يفلّس ؟

٦. شو هي تطلّعات رأس المال الاجنبي للمصارف بهالبلد ؟

٧. مستوى ارباح المصارف بوجه عامّ .

٨. المعاملات السليمة .

٩. المعاملات والقروض المشبوهة .

ACTIVITY B3 - العملات الاجنبيّة

In this activity, students and the instructor will bring to the class foreign money, show it to the class and tell where it comes from and its rate of exchange. They may speak about the income of the people of the country that uses that money and the purchasing power of the money in the country. They will volunteer to answer related questions.

ACTIVITY B4 - اسئلة واجوبة

This activity will begin with a student who addresses a question to a classmate of his choice using the first verb in the given list of verbs. After he gets the answer to his question, he addresses another question to the same student using either the verbal noun, the active participle, or the passive participle of the same verb. The classmate who answers the first two questions carries on the activity by taking the second verb in the list, and so on.

١. كافح .
٢. فتّش .
٣. اعتقل .
٤. اتهم .
٥. اعترف .
٦. جرّم .
٧. صرّف .
٨. سحب .
٩. غشّ .
١٠. احتال .
١١. زوّر .
١٢. هرّب .

ACTIVITY C1 - Chain tale.

Tell a story about fire fighters in action. One of the students begins by making the first statement. Then another student adds the second statement. Then a third student adds another statement and so on until the students feel that the story is complete. Somebody will be asked to make notes which will be read at the conclusion of the story.

ACTIVITY C2 - Get the whole truth.

In this activity, students will take turns making one of the following 5 statements. Each statement is related to some event. Now the rest of the class will ask the person who made the statement as many questions as necessary in an attempt to find the whole truth behind the statement. Other statements may be added to the given 5 if needed.

١. اجوا دغري واخلوا كل البيوت المجاورة .

٢. حطّ سلّم على الحيط وطلع وفات من الشبّاك .

٣. عملوله اسعافات اوليّة قبل ما اخدوه على المستشفى .

٤. بعدهن عم بيحاولوا يحصروا النار .

٥. عم بيقولوا انّه متأثّر بسبب الدخان اللي تنشّقه .

ACTIVITY C3 - Role playing.

You are all members of a social club which we will call نادي الشبيبة العربيّة . One of you will take the role of the president, one will take the role of the secretary, a third will take the role of the treasurer and the rest of you will be board members. You are holding a meeting.

١. الرئيس بيعلن انعقاد الاجتماع .

٢. الرئيس بيسأل السكرتير اذا النصاب القانوني مكتمل .

٣. السكرتير بينادي اسماء الاعضاء وبيعلن اكتمال النصاب .

٤. الرئيس بيطلب من السكرتير انه يقرا محضر الجلسة السابقة .

٥. السكرتير يعتذر لأنّ المحضر مش معه بالوقت الحاضر وبيوعد انّه رح يقراه بالجلسة الجاية .

٦. الرئيس بيعطي المجال لأمين الصندوق حتى يقدّم التقرير عن الوضع المالي .

٧. الرئيس بيطرح موضوع عمل برنامج نزهة لأعضاء النادي والكل بيشتركوا بوضع خطّة منظّمة من كل النواحي .

المكان – الوقت – الأكل – برنامج الالعاب والتسلية – الضيوف – واذا ممكن يعملوا شي مفاجأة لأعضاء النادي .

ACTIVITY C4 - محادثـة

الرياضة بالخدمة العسكريّة

In this activity, the students will participate in a general discussion about athletic programs in the military service. They will use the guidelines provided below plus any other factors they can think of.

١. انواع الرياضة بالخدمة العسكريّة .

٢. اوقات الرياضة .

٣. مستواها .

٤. نواحي قوّتها .

٥. نواحي ضعفها .

٦. فوائدها .

٧. امكانيّات التقدّم .

٨. احتمالات التقدّم .

ACTIVITY D1 - Get the whole story.

In this activity, students will take turns making one of the following six statements. Each statement is a reference to some event. Each person who makes a statement will have to answer all pertinent questions from classmates who attempt to get the whole story behind the statement.

١. هيفا قالت انها بعتت المكتوب مسوكر .

٢. الظاهر انّه ضاع الطرد بالبريد .

٣. المشكلة انّه كان فيه تشاك بالمكتوب اللي ضاع بالبريد .

٤. هي بعتتلهن تلّغراف وخبّرتهن بالقضيّة .

٥. هو اشتغل بوسطجي قبل ما تجنّد .

٦*. العلما الامريكان بعتوا رسالة للفضا الخارجي .

*This is a reference to the message on Pioneer X, launched in 1972. It has drawings and scientific symbols indicating when and from where it was launched and the kind of people we are; a picture of a naked man and woman. The man has his hand raised in a gesture of friendship.

ACTIVITY D2 - هات لنشوف شو عندك تخبّرنا

In this activity, students will volunteer to tell the class their experience in the following cases.

١. اغرب مكتوب استلمته .

٢. اجمل مكتوب استلمته .

٣. المكتوب اللي متأسّف انك كتبته وبعتّه .

٤. المكتوب اللي كتبته وما بعتّه .

٥. المكتوب اللي متأسف انّك ما كتبته بالوقت اللي كان لازم تكتبه .

٦. المكاتيب اللي محتفظ فيها .

ACTIVITY D3 - Brainstorming.

Participate in making a list of all the things a municipal council can do in a town. The list will be written on the blackboard. As soon as the list is completed students will take turns telling the class about some of the impressive or deficient aspects of these services in their hometowns.

ACTIVITY D4 - زيارة لمكتب بموجب موعد وحديث مع رئيس المكتب

In the following three situations one of the students takes the role of the person in charge of an office and the rest of the class will be the visiting group.

Situation 1. You are visiting the office of the mayor of city who agreed to answer your questions on certain projects which the city is considering. Ask about these projects.

Situation 2. You are visiting the office of the city police commissioner who agreed to answer your questions about law and order in the city. Ask him about it.

Situation 3. You are visiting the office of the person in charge of maintenance in the city. Ask him about some of the maintenance problems you notice in the city.

ACTIVITY E1 - الخدمات العامّة

In this activity, students will participate in making a list of all the public services they can think of. The list will be written on the black-board. This list will be used in Activity E2.

ACTIVITY E2 - Tell us about it.

In this activity, each student will choose one or two of the public services listed in Activity E1, and tell about them in any way he thinks is appropriate. He may talk about their effectiveness, their availability, their deficiencies, possibilities for improvement, budgeting and so on. Students will tactfully challenge each other's opinions on issues raised relative to some of the services.

ACTIVITY E3 - صدّق او لا تصدّق

Make your comments on the following statements.

١. حسن قال انه لقي قطعة عملة قديمة مكتوب عليها سنة ٥٠٠ قبل الميلاد.

٢. فريدة قالت انّه اجتها رسالة من شبّ بيته بالفضا الخارجي وبعت صورته فيها .

٣. جمال قال انّه عنده شعور قوي بانّه هو كان اطفائي بفرق الاطفائيّة اللي كافحت حريق لندن المشهور بالتاريخ .

٤. سميرة قالت بانّه عن قريب العلما رح يكتشفوا نوع من الاشعاع اللي بمجرّد ما يسلّطوه على الحريق بيقضي عليه بسهولة .

ACTIVITY E4 - مواضيع لمحادثة عامّة

Participate in a general discussion of the following two topics.

١. حقوقنا وواجباتنا كمواطنين صالحين .

٢. جدودنا عملوا من اجل حاضرنا ونحنا عمّال نعمل من اجل مستقبل احفادنا . شو كانت نتيجة عملهن ؟ ترى * نحنا رح نمهّد الطريق لعالم افضل ولاّ شو الظواهر ؟

*ترى means "I wonder;" see the dictionary for the verb رأى .

هزّه الشوق ، فتدحرج من تحت لفوق

الشيخ ابراهيم اليازجي كان أستاذ الادب العربي بالمدرسة البطريركيّة ببيروت ، وكان يصرّ على الطلاب بأنهن يتكلّموا بالفصحى ، وكان يحبّذ السجع وينتشي من رنين القوافي . وهونيك يوم فيه واحد من الطلاب وقع لما كان طالع على درج المدرسة . و إجى واحد من زملاء الطالب حتى يخبّر الشيخ ابراهيم باللي صار ، فقال : "تدركَبَ زميلنا فلانٌ عن الدرج وكسر رجلَه" . فلامه الشيخ ابراهيم ، لأن كلمة " تدركب " دخيلة على لغتنا الشريفة . ولبعد شوي إجى طالب ثاني وقال : " تشقلَبَ فلان من على رأس الدرج حتى أسفله وكسَرَ رجله" . فعنّفه الشيخ ابراهيم لأن كلمة " تشقلب " عامية ومش بنت حسب ونسب .

وشوي ثانية إجى طالب ثالث وقلّه : " زميلنا فلان ، هَزّه الشوق فتدحرج من تحت الى فوق " . فصرخ الشيخ ابراهيم " اسكت يا قليل الذوق " فصارت عبارة الطالب الثالث وجواب الشيخ ابراهيم مجرى الامثال . وبعد مدّة من الزمن لمّا كان واحد من رؤوساء الجامعة الأمريكية الأوائل عم بيلقي خطبة بموضوع " العلم والارتقاء " ختمها بقوله :

" تدركبوا ... تشقلبوا .. تدحرجوا ، ولكن دائماً من تحت الى فوق " .

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